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ABSTRACT

This resource guide includes abstracts of 90 papers presented at the conference. Section 1, "Understanding Students At-Risk," includes 17 abstracts that emphasize the need for a comprehensive set of services that can respond to the diverse needs of at-risk students. Section 2, "Preventing and Reducing Incidence of At-Risk," includes 17 abstracts that focus on the need to identify and address those conditions that place a student at risk early in the schooling process. Section 3, "Changing the System," includes 15 abstracts that focus on cooperative, systematic efforts to improve conditions in the home, the school, and the media. Section 4, "Strategies and Programs for Working with At-Risk Youth," includes 22 abstracts that describe unique dropout prevention programs and strategies from preschool through college. Section 5, "Utilizing Community Resources," includes nine abstracts that describe community-based strategies that use businesses, citizens, and parents. Section 6, "Facilitating Parent Involvement," includes 10 abstracts that describe studies and programs focusing on the following types of parent involvement: (1) basic parenting obligations; (2) school obligations; (3) parent involvement at school; (4) parent involvement in learning activities at home; and (5) parent involvement that relates to decision-making or advisory roles. The conference program and a list of presenters is appended. (FMW)

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YOUTH AT-RISK

A Resource Guide

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YOUTH AT-RISK

A Resource Guide

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Foreword

Perhaps at no other time in the history of American education has it been more critical that an understanding of youth at risk be not only encouraged but focused and designed in such a way that many various segments of our communities can be brought together and used. With this thought in mind, a two day national conference dealing with youth at-risk was collaboratively held in Savannah, Georgia on February 2-3, 1990. This conference was co-sponsored by the local school system and the three nearby institutions of higher education: Georgia Southern University, Armstrong State College and Savannah State College. The purpose of this conference was to encourage quality thinking and in depth discussion about those problems and issues associated with youth at-risk. At the conclusion of the conference, the Superintendent of the Savannah/Chatham County Schools, Dr. Cecil Carter addressed a large audience containing 200 plus parents of at-risk children in the district. The following is cited from his address.

> ... I think I can safely say we all carry away from this conference a new sense of urgency about what we are doing. Time is running out, and we have had plenty of reminders over the last 2 days of that.
>
> ... Those of you who shared lunch with us here yesterday remember Dr. Comer's chilling prediction that we have just one more decade to solve this problem before it simply becomes too big to deal with.
>
> ... Warnings sounded from just one quarter are sometimes easy to ignore, but we got the same message from another distinguished speaker, researcher Dennis P. Doyle. These two scholars started from different backgrounds, they speak from the viewpoints of different professions, but they say strikingly similar things.
>
> ... Your challenge, as parents and citizens concerned about at-risk youth, is to see that we do not fall into the trap of producing a generation of employable, but unenlightened, graduates. It goes without saying that employable beats unemployable, but we must remember that the goal of education is higher than just getting our graduates a job. Education should aim to produce independent and creative thinkers who are able to identify and achieve their own personal goals, not just trained workers who fit in well in the high tech assembly line and are able to earn enough to make credit card payments.
>
> ... It is not enough to offer everyone the chance to go to school. We have to assure equal access to a quality education - to a good education - or we sell democracy short.

Superintendent Carter's observations and insights about the overall impact of the conference offers us all a unique perspective of the thoughtfulness needed by those individuals who must face the problems and issues connected with at-risk youth. To those who are attempting, we salute you and dedicate this volume!

Acknowledgements

As in any publication or endeavor, such as a major conference, certain individuals step forward to assist. Initial proposal reviewers included Otis Johnson, Director of the Chatham-Savannah Youth Futures Authority; Evelyn Dandy, Professor at Armstrong State College; Zelda Tenenbaum, Director of Human Resources Development, and Sharon Darley, Administrative Coordinator for the Chatham County At-Risk Program.

Additionally, the assistance of Daniel Washington, from Savannah State College and the Chatham County School Board, along with Cecil Carter, Superintendent of Savannah/Chatham County Schools and Judith Krug from the Savannah Compact of the Savannah Chamber of Commerce was likewise essential for both the conference and follow-up activities.

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Introduction

> "The meaning of the term 'at-risk' is never very precise, and varies considerably in practice. One possible definition is that students who are at risk are those who, on the basis of several risk factors, are unlikely to graduate from high school."
> (Slavin, Karweit, and Madden, 1989).

The need to help students at-risk of failure in school and in life is indisputable. Statistics on both the positive and negative sides of the ledger overwhelmingly attest to this. Such factors as earning power, economic stability, personal independence, self-satisfaction, and social influence are obviously enhanced by school success (graduation). Conversely, many major societal problems are very easily identified by lack of school success. The following points actually demonstrate this idea:

1.) Economic implications of dropping out of school are astronomical.
2.) The overall lack of school success continues to be a major factor inhibiting economic opportunity among minority groups.
3.) The unemployment rate of high school dropouts is four times higher than for graduates. As well, dropouts earn approximately $200,000 less, over a lifetime, than a high school graduate.

If school districts are to achieve greater educational successes with students at risk, they must go beyond the more traditional approaches. For instance, they should attempt to improve their capabilities of instructing children who are more difficult to educate. They can do this by: (a) identifying and helping those students who may demonstrate little or no interest in achieving in school; (b) by working with those students who are truant; and (c) by helping those who too commonly leave school prior to graduation. The above examples are classified as, "students at-risk." A school district hoping to provide a program that can better meet the needs of such students must also provide such a program to better understand and cope with negative factors affecting a student's school attendance and achievement.

As an outgrowth of the above thinking, a collaborative effort between Georgia Southern University, the Savannah/Chatham County Schools, Armstrong State College and Savannah State College was initiated. The immediate result of this combined effort of these institutions was a two-day National Conference on "At-Risk Youth" held in Savannah, Georgia, on February 2-3, 1990. This co-sponsored conference had over 100 presentations, registered 986, and attracted educators and parents from as far away as Alaska and Hawaii. The short abstracted articles contained in this volume represent the individual presentations made during that conference. They were drafted by actual presenters and were revised only for clarification. It is felt that by presenting a selection of critiques of successful at-risk programs from throughout the United States readers of this guide can have a better picture of not only the variety of problems and issues associated with at-risk youth but the broader representation of ideas, research, and solutions now available.

Understanding youth at risk is becoming a very complicated and complex issue itself, but the common thread throughout this volume lies in a growing awareness and understanding of those risk factors and characteristics leading to the decision to "drop-out." These characteristics are well documented. For instance, the potential dropout student will likely be a member of a racial, ethnic, or language minority group and from a family where education is not a high priority; the individual will have academic difficulties, including the possibility of being behind in

grade level; the individual will be bored or frustrated with school. The process of dropping out will often include a growing number of tardies and absences, disruptive classroom behavior, and a decline in academic performance. One day, the classic dropout simply stops coming to school.

Precise categories or topics for identification purposes of "at-risk students" vary considerably, and interestingly enough only a few common definitions have emerged. The popular definition that students who are at risk are those who take into account a few "risk factors." Those risk factors are low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students. All of these factors are closely related to dropping out of school. More important, research has found that by the time students are in the third grade, one can fairly reliably predict which students will ultimately drop out and those that will complete their schooling (Howard and Anderson, 1978; Lloyd, 1978; Barber and McClellan, 1987; Hamby, 1989; Slavin, Karweit, and Madden, 1989). These risk factors are stress-related and ultimately affect the identification and predictability of dropouts, with actual performance as the most reliable predictor.

One common factor that research has brought to light is that schools and school systems that are effective in reducing the numbers of dropouts do not permit this classic scenario to reach a final point. Through early identification, the high risk student is not permitted to become just another statistic. Absences or behavior problems are not merely observed; action is taken to understand the causes and to prevent unnecessary repetitions. Where needed, the student is directed to the individual within the school (counselor, a teacher, or an administrator) who is best prepared to understand the problems of the student and to work with that student in addressing those problems. Students are not allowed to "disappear." When the decision to leave school is not reversible, the school points the student to alternative programs and options for keeping the door to an education open while more pressing needs are tackled. The student, in general, is made to feel that an individual cares, and also that the school cares.

The decision to drop out is rarely impulsive, although a single event may precipitate the decision for a student already bordering near that decision point. Most often, a set of interrelated factors will have been operating for many years and moving the student closer to the decision to leave school. These factors will likely be drawn from the following list:

- repeated failure in school
- being older than fellow students due to retention
- lacking credits to graduate
- having a low self-opinion as a student
- feeling like a "failure"
- disliking school
- being disinterested in school
- feeling alienated or unsafe at school
- not participating in extra-curricular activities
- lacking self-discipline
- having poor study skills and study habits
- exhibiting disruptive classroom behaviors
- having a large number of absences and class cuts
- being weak in reading and basic mathematics
- being in conflict with one or more teachers
- having a developed set of values to reinforce a negative position regarding school
- associating with peers who share these values
- being from a fragmented family
- having little encouragement at home to graduate
- being pressured from the family to work
- feeling pressure to leave home
- being married
- being pregnant
- finding work to be more rewarding than school
- getting involved with drugs or alcohol and finding it difficult to study and attend class

These factors can and do come together in multiple combinations and with varied weights from student to student. Therefore a single response, or even a small set of responses, is inappropriate. Instead, the ability of the school to mobilize its resources and customize a response to the individual's unique set of circumstances is required. This is not unlike other areas of intervention, such as working with students with physical handicaps or learning disabilities, where individualized education plans are developed and implemented to satisfy unique conditions and needs. Some individual with the school, administrator or counselor or dropout coordinator, needs to assume responsibility as the advocate for the potential dropout, to insure that this resource response is mobilized in time and in a sufficient manner to make a difference to the student. However, the burden cannot rest on one individual, no matter how well-meaning and skilled that individual might be. A support network of individuals, programs, and organizations must be in place to provide meaningful remedies and alternatives.

Solutions to the dropout problem require that school districts, families, communities, businesses, and industry work together to remove or alleviate children's problems which interfere with their school attendance. A common commitment to help youth attend and achieve in school runs through this volume. The models, programs and individuals identified are available to assist and help wherever they can. This guide can be a beginning point for planning high quality programs to serve those youth at risk in your schools and communities.

Section One

Understanding Students At-Risk

The seventeen articles and papers included in Section One combine to provide a realistic, action-focused orientation for understanding and confronting the problems of youth at-risk. The different types and levels of youth at-risk and multiple factors and events contributing to a student's decision continue to be based on individual preference and understanding. Hence, there are no quick fixes and no singular cure-alls when attempting to understand and work with students at-risk. What is however required is a comprehensive set of offerings and services, varied and flexible enough to provide meaningful opportunities and responses to the diverse needs of students who are either at-risk or are potentially at-risk.

In dealing with youth at-risk it is important to know exactly who these students are. These students are usually one or more years behind their age/grade level in basic reading or mathematics skills. Whereas older secondary students are typically three or more credits behind their age/grade level in credits for graduation. These students maybe chronic truants, school-age parents, or adjudicated delinquents. Additionally, alcohol or drug abuse, family trauma, and physical, sexual, or emotional abuse may be present. Youth at-risk may also be ethically, economically, or culturally disadvantaged.

There are school and non-school related factors that appear to make a difference with significant numbers of potential dropouts or supension students. Included among these are early identification and responsive intervention through counseling and thoughtful school curriculums; school administrators, teachers, and staff that care about individual students and refuse to give up on them; strong vocational programs which explore career options, instill appropriate work habits, and provide specific skill training; remedial reading and basic mathematics offerings, in supportive environments, for those who still need to master these essential abilities; and academic and extra-curricular activities that afford opportunities to succeed and cultivate positive self-images. Where required, a mixture of various approaches and programs can offer the bridge between school and work. It can provide a nuturing support system for pregnant teens and students in stressful situations. As well, it can present a second chance for students needing credits to catch up with their classmates or to graduate.

Section One identifies a variety of human services and insights that have been found to be effective toward understanding and serving the needs of youth at-risk. This section also contains suggested procedures for prediction and identification of youth at-risk. Finally, Section One is offered as a helpful tool for readers to begin to become aware of the variety of ideas, activities, and programmatic models available. Needless to say, it is extremely important for users of this guide to select only those models and activities best suited to the youth at-risk in their own communities.

Developing Self-Esteem and Internal Motivation: The Keys to Success for At-Risk Students

Kris Graham

Self esteem involves much more than just feeling good about yourself. It is viewing yourself in a positive way, having confidence in yourself, sensing your own inherent value, recognizing your talents, and giving yourself acceptance and approval. It is a complete package of interrelated attitudinal skills, each an integral part: Internal Source, Unique Talents Package, Positive Focus, Personal Integrity, and Humanness. Once students understand these individual components and develop skills to enhance each area, a shift from low to high self esteem begins to occur. With repeated opportunity to enhance these specifics, students have the tools to structure their own lives successfully and to become more responsible for themselves.

In presenting self-esteem development successfully, it is critically important to offer a scope and sequence program rather than a random collection of games and activities. Introducing a concept, learning skills to develop it, participating in activities to reinforce it, providing many opportunities to practice it, and then structuring situations to integrate it with other learned skills will bring about positive attitudinal changes. These changes will manifest themselves in positive behavioral changes.

A closer examination of the five specific areas of Self Esteem reveal that:

Understanding Internal Source means taking more than a superficial look at yourself and understanding that every human being has dignity and worth.

The Unique Talents Package emphasizes that every human being is a unique miracle filled with a multitude of strength and talent packages. Our job in life is to learn what is in these packages, to develop those areas as far as we can and then to stretch those abilities just a little bit more. Since each individual is a unique package, we need not compete with others, because there is no competition which can accurately compare all of one package to all of another package. Once applied, the concept of I win, you lose is transformed into an I win, you win approach to life.

Positive Focus creates energy while negative thoughts and focus weaken us emotionally and physically. There are productive ways to alter our negative perceptions and empower us as individuals.

Personal Integrity is the foundation of which the pillar of self esteem is built. Integrity is not one big issue, it is thousands of little daily issues. In your life do you, "Walk the talk", are you congruent inside and outside?

Humanness is understanding that it is O.K. to make mistakes and that everyone does. The important thing is to understand that a mistake was your best solution to the situation based on your knowledge and skills at the time of the decision. A mistake only becomes a mistake in reflection and retrospect! What matters is, "How can I do it more effectively next time to have a more positive outcome?"

Once students begin to understand more about themselves in these five areas, they begin to examine how their frame of self reference has been externally based. As they become more skilled in dealing with life situations successfully, they begin to shift toward a more internal frame of reference and self assessment.

As the self esteem reference shifts it begins to affect the motivational continuum. All individuals are motivated. The key to success is creating the desire to work for something because you want it personally. When you have a vision and a purpose you are hopeful. To

achieve success you become committed and determined, devote energy to reaching your goal and become willing to wait for the results for which you are working.

As youth workers we are in a powerful position to influence adolescents. Through the relationship we establish with each individual student we have tremendous power to impact attitudinal changes in young lives. We learn by observing; communications experts estimate that only 70 percent is based on our perceptions and non-verbal communication. If we "walk the talk" and are congruent, the adolescents we work with are getting clear messages. Albert Schweitzer sums it up well, "Example is not the main thing in influencing others, it is the only thing."

References:

Personal and Social Responsibility, Constance H. Dembrowsky, Affective Skill Development, Lincoln, NE, 1988.

Self Esteem, Constance H. Dembrowsky, Affective Skill Development, Lincoln, NE, 1983.

Ailey Camp: Turning At-Risk Students On

Debra Leigh

Imagine going to camp and dancing all day! Imagine having as your camp counselors, professional dancers from the Alvin Ailey American Dance Center. Imagine experiencing all of that and then having the opportunity to write about your feelings and ideas with a professional writer who understands you. Imagine being able to talk about growing up with dancers who have "been there" and a guidance counselor who knows how to help campers make their own best decisions. It's not a dream. It's real. It's Ailey Camp, a special summer program for dancing and learning. (Ailey Camp Handbook 1989)

Who could predict that four weeks of Ailey Camp could transform children, so out of shape that they could not complete five minutes of physical activity into motivated dynamos enduring hours of rehearsals because they wrote the show themselves! Who could foresee that a student so lacking in math skills, and who could not translate spatial relationships into five equal steps, could choreograph a complete, original dance sequence—while reciting a moving poem? Who could anticipate that one fourth of Ailey Campers would feel so connected to the people and the experience that they continued to contact staff and that KCFAA would be forced to activate an emergency youth services network to find ongoing postcamp activities?

The Ailey Camp experience has not only greatly improved the self-esteem, creative expression and critical thinking skills of at-risk Kansas City middle school students, but initiated a pilot model for art educators nationwide. Ailey Camp is designed specifically for the at-risk child, the urban minority male of lower economic status whose opportunities for bonding to positive role models, deficits in personal and cognitive skills and lack of appropriate activities for participation in society predict he will be unreachable in a traditional curriculum. However, its implications are for all children.

Ailey Camp's objectives are visionary, yet realistic:

1). To provide relevant role models for success

2). To develop specific, measurable physical, analytical and artistic skills

3). To provide opportunities for, and encourage, positive peer recognition

4). To create a partnership which provides opportunities for, and encourages, community participation

5). To create a product and process model, document the results, and encourage local and national replication

One year of Gannet Community Priority Program funding has formed the partnership, developed the curriculum model, utilized the young, multi-racial Ailey dancers as role models, and initiated the process for replication.

Reducing Students At-Risk Through Modification of Teacher Expectations

Beatrice L. Logan and Deborah Najee-ullah

It is not a myth but a harsh reality that in schools all over America students are being victimized by low teacher expectations, expectations brought about in large part by the wholesale endorsement of fundamental beliefs in heredity, cultural intelligence, and testing. Educational testing and tracking are used to promote these beliefs with few challenges launched against them. Teachers and the public accept these practices and their resulting interpretations with few questions, convinced of their "soundness" because of the statistical methods employed. Consequently, wide-scale educational tracking persists, with the few challenges launched against it having little widespread affect. American schools continue to differentiate between the "intelligent" and "less intelligent" of students, labeling students and relegating them to fixed curriculum tracks. Teachers continue to stack the deck and load the dice against students by using invalid predictors of academic success, labels gleaned from IQ tests, socioeconomic status, race, sex, etc., as indicators of how well students will perform. There is research to show that what educators expect of students is likely to be a self-fulfilling prophecy. Many teachers interact with students they perceive as low achievers in substantially different ways than they interact with high achievers. For example, teachers tend to praise and acknowledge perceived high achievers in ways that challenge students to excel. In contrast, perceived low achievers frequently receive negative feedback, are not acknowledged as often, and are constantly reminded of their academic deficiencies; they are made to feel less than positive about themselves and their ability to perform academically. There is a definite correlation between teachers' verbal and nonverbal behavior and student achievement. Students implied or expressed, and these practices inhibit student learning rather than enhance it. In other words, student achievement tends to be strengthened or threatened in the direction of teacher expectations.

Labeling and low teacher expectations have explosive implications. The problem is far more perplexing than educators care to admit. Deep seated, erroneous beliefs about certain groups of students produce underachievers. How can students believe in themselves and achieve academic success when so many other

past and present variables, internal and external, tell them that they are not capable of academic success? Can we as a nation afford to continue to produce underachievers? The answer is a resounding NO!

As educators, we need to think seriously about our roles with students, especially those we have ticketed as less capable of educational achievement. Those of us who have the responsibility of teaching should be forever conscious of the implications our sociological beliefs have on student achievement. We must be genuinely committed to fairness and make sure that our expectations are positive and of a high nature for all students. Teacher education programs must carry this message if the major goal of academic achievement of all students is to be accomplished. Help, direction, and encouragement can be gained by studying the design and philosophy of those programs which have been successful in promoting academic excellence for all students. This presentation highlights some programs which have been successful in helping students labeled as high risk achieve academic excellence. We must develop and promote efforts that are devoted to the educational possibilities of all rather than accept those that work to establish and maintain educational limits and mediocrity.

The Relationship Between Low Self-Esteem and At-Risk Students

Johnnie P. Mitchell

This program focuses on the dynamics of self-esteem and how it relates to the development of at-risk students. It begins with an introduction on the importance of self-esteem and how it affects a child's development. Information on how adults (i.e. parents, teachers and other significant persons) can foster or retard the development of a good self-concept and consequently reduce the number of at-risk students.

To demonstrate the powerful impact of self-esteem on a child's behavior, an exercise will be given involving the workshop participants. They will listen to a story of a young person who in the course of a day experiences the things most children experience and how the responses made by others can damage self-esteem.

Each participant is given a piece of paper with IALAC written on it. IALAC stands for "I am lovable and capable". They will be told how everyone feels lovable and capable until the people of significance in their lives threaten them in ways that make them feel less than loving or capable.

They are asked to listen to the story. As each incident that makes the child in the story feel less than loving or capable, a piece of his IALAC sign is torn off until only a small portion of paper is left.

Each group member is asked to identify with the child and to tear a piece of the IALAC sign off when he or she hears an incident in the story that would make him or her feel less than loving or capable.

After the dynamics of self-esteem are explored a brief discussion of how poor self-esteem affects learning and performance in school will follow. The "chips" theory of learning will be shared. Students with low self-esteem will not take the "risk" involved in learning and being a good student. Students with high self-esteem have extra "chips" and will take a chance in the game of learning. However, those with limited amounts of "chips" will hold on to their chips fearing more lost. "You can, if you think you can" is basically the essence of the theory. Students who think well of themselves will do well and vice versa for those who do not think well of themselves. Students with low self-esteem have nothing to invest in learning. Parents and teach-

ers must help young people get the "chips" of positive self-esteem necessary to play "poker" in the game of learning.

The program ends with a video of an at-risk student in a therapy session with the therapist, a co-therapist, parents and siblings. The video shows a family with a "problem" child coming in for a family-model therapy session. The family is a working class Black family where the father uses "whipping" as a form of punishment. The family have been referred for counseling because of the "problem" kid. Hearing the members of the family during the session gives insight into the relationship of the family to the problems of kids and other family members.

The total program is based on the right of the child to feel lovable and capable and to have a positive self-concept so that they can be the best that they can be...

How to Design Effective Programs to Meet The Needs of Students At-Risk

Judy Lehr

The creation of model programs to prepare educators to meet the needs of at-risk students is the major goal of Furman's Center for Excellence. Since its inception in the Spring of 1985, thousands of educators including administrators, teachers, college professors, and students in teacher education programs have been educated on how to implement more effective programs to meet the needs of this often neglected group of students.

To accomplish the goal of improving the educational opportunities for at-risk students the Center of Excellence utilizes three major components as depicted in Figure A.

Model Dissemination Schools

Based on research findings on the skills/competencies needed to teach at-risk students, staff development plans have been implemented in various elementary and middle schools. In a model school the entire staff is a part of the initial training. Dissemination schools send teams of educators (two to five) for training who in turn share the successful implementation strategies with other faculty. (Train the Trainer Model). Currently at the elementary level four model schools are participating. One model and twelve dissemination middle schools are a part of the Center. Seminar topics have included such areas as: a positive learning environment, instructional strategies, needs, and learning styles of at-risk students. Educators in the model and dissemination schools exemplify the best practices in assuring success for all students, but especially the often disconnected student.

Communication and sharing of successful practices is an essential element in the success of the Center of Excellence. Newsletters, an extensive audiovisual library on the most up-to-date material on at-risk students, and teacher and administrator exchange programs are utilized.

At-Risk Students

Although the major thrust of the project has been staff training, some specific intervention strategies have been utilized with at-risk students at the middle school level. A six-point criteria was developed to identify these students including:

1). 2 years below grade level in either reading or math or not meeting BSAP standard
2). Prior suspension
3). Participation in free or reduced lunch program
4). Chronic absenteeism in the previous year in school (15 days, excused or unexcused)
5). Retention at any grade level
6). Teacher recommendation

The development of training modules to effectively assist educators in planning and

FIGURE A	MODEL/DISSEMINATION SCHOOLS	AT-RISK STUDENTS	TEACHER EDUCATION
PLANNING/ IMPLEMENTATION	I. Skills/Competencies II. Staff Development •characteristics/needs of at-risk students •motivational techniques •academic areas - language arts/ math/science •thinking skills - CoRT •classroom management •needs of middle school students •parental involvement •collaborative strategies •self concept/self esteem •staff morale •counseling III. Communication •audio visual library •newsletters •school exchanges •dissemination activities - confer ences/seminars/workshops •publication "At-Risk, Low Achiev- ing Students in the Classroom" •modules for implementation	I. Identification •6-point criteria II. Human Relations •conflict resolution •value clarification •peer relations •self esteem III. Instruction •thinking skills - CoRT •study skills •peer learning IV. Support System •group •adopt a student •parents	I. Undergraduate •field experience •course requirements •student teaching II. Graduate •summer institute •course, "The At-Risk Student"
EVALUATION	• standardized text scores • inviting schools inventory • participants survey • BellSouth evaluation form	•academic performance •self concept/attitude (Piers-Harris) •discipline •attendance	•self assessment •university standards •on-site evaluation

implementing successful programs for at-risk students is a major goal. These modules have been available since the Summer of 1990, and are being disseminated to other teacher-training colleges and school districts in the region.

Diamonds Will Sparkle (or) Diamonds in the Rough

John T. Reardon

Edgewood is an elementary school of 425 students, 32 percent of the children live in a low-income housing project. Of 10 Bristol elementary schools, Edgewood is the most heavily impacted with disadvantaged children. It does not receive additional Board of Education funding to service this population.

Edgewood offers strong remedial and supportive federally funded programs. Most children appear to do well on the elementary level; however, many students do not complete high school. In the school year 1983-84 Edgewood graduated 67 students. At least 20 of these were from the low income housing area. Only 4 students from this same area are presently enrolled in the local high school senor class.

Edgewood's staff consists largely of experienced educators. Through the years they have been committed to meeting the needs of at-risk children, but have not been focused in their efforts. There has not been consistent administrative support in the development of special approaches and programs for disadvantaged children beyond academic remediation.

In Sept. 1986 John Reardon, a former high school administrator, was assigned to Edgewood. He brought with him the understanding that high school level drop out prevention programs occurred too late to reach these children. A core of educators began to explore early intervention approaches. Common characteristics of eventual dropouts were found to be evident from an early age. The most significant were:

1. poor attendance or frequent tardiness
2. feelings of inadequacy or not being important
3. poor social-economic background of limited experience
4. parents with:
   limited education
   weak parenting skills
   little regard for importance of education
   employment problems
5. slow academic progress as measured by standardized tests

An early intervention philosophy designed to celebrate the potential in each child was developed. A family-like atmosphere was created with emphasis on inter-communication skills. Programs were introduced to develop judgmental skills and personal responsibility.

The "Diamonds Will Sparkle" program recognizes the children's positive deeds with phone calls home to the parents by the principal. Industries in the town have supported the programs with a pledge of 10 cents a call.

The general approach of the school staff has changed from disciplinary to positive reinforcement. All school-wide activities were designed to encourage the participation of at-risk students.

In September 1986, Edgewood received a $5000 grant from the state for innovative programs for at-risk children. Four major objectives were put forth and strategies developed to address each one. About 40 children chosen for the program were identified by class teachers, principal and support staff.

I. Create bond between child and school

1. Attendance policy established with individual contracts, rewards for good attendance and home contract for absences.

2. Mentors from school staff & business matched to children to provide support.

3. After school activities are offered at Edgewood from community resources.

4. Special Saturday enrichment experiences are offered.

II. Improve Self-Esteem of at-risk children

1. Minority cultures featured in special programs

2. Structured opportunities to contribute to school as aides & readers.

3. Visitors from government to listen to their ideas.

4. Awards programs recognizing effort and achievement.

III. Emphasize Value & Relevance of Education

1. Saturday field trips to explore community and career opportunities.

2. Visits from community stressing possibilities available to those with High School diploma.

3. Teaching emphasizes practical application of basic skills.

IV. Improve parent's attitudes toward education

1. Special invitations to attend school functions and conferences. Transportation arrangments are given to parents.

2. Minority & community religious leaders have been included in the development of programs. They are of great help with specific problems.

3. Home visits made frequently by principal and teachers.

4. Parents visit when school is in session for special programs to better understand school setting.

In 1989 Edgewood School was "adopted" by Associated Spring in recognition of their special efforts. This company is providing mentors, readers to the children and additional financial support.

Evidence of success:

1. Attendance of the target group improved by 224%.
2. The percentage of children scoring above 50%ile on the S.A.T. has risen 5 points a year for the past 4 years.
3. The number of phone calls made to homes of at-risk children with good reports now greatly exceeds those made for disciplinary reasons.
4. Parents of at-risk children are attending more school functions.

Ten members have been active on many professional committees, i.e. Drop Out Prevention, Compensatory Education Curriculum Committee, Kindergarten Curriculum, Professional Development Council, Supportive Services, Teacher Center, Alternative Education, Report Card Committee. This participation has aligned city-wide policy to addressing the needs of disadvantaged children. Many of the group attended and presented at the National Drop-Out Prevention conference at their own expense. Additionally, Barbara Driscoll is the BFT Union Vice-President and contributes time to the Soup Kitchen. Three members have been trained as facilitators in the "Developing Capable Young People" Program. Leslie Lowrey is a member of the state organization for Developing Capable Young People. Sally Imfield also teaches in an Adult Basic Education Program. John Reardon is a Eucharistic minister in the church, past president of the administrator's union, has served on the Juvenile Review Board and the Bristol Youth Council. This year he has run for city council in Bristol.

Edgewood's team has worked with great commitment to meet the special needs of its students who require more than academic support. This team makes great demands of itself and meets them.

Accumulative Teaching in Elementary Math: How & How Often for the At-Risk Student

Norma McNair, Kathy DeLoach, Beth Persinger & Jackie Coston

The Sallie Zetterower Math Project is based on the concept that multiple, meaningful exposures to math concepts provide young students with a successful foundation in math. The at-risk student is sometimes faced with a school world that is mainly a note, pencil and paper approach to math. The Sallie Zetterower teachers wanted to better meet the developmental needs of students in Kindergarten, First, and Second Grades in the area of math. Through a collaborative effort between college and school personnel, a math project was developed at Sallie Zetterower Elementary which would address sound learning principles.

Students at Sallie Zetterower follow a traditional math text, but not in the traditional way. Teachers have restructured the math curriculum to support the concept that multiple experiences with math skills will produce true understanding. For example, the teachers may present a lesson on "telling time" during twenty short episodes rather then the five long lessons that have been traditionally taught. A major function of the math project is this multiple exposure strand.

Another major function is that each math lesson is divided into short teaching episodes on different skills. This function especially supports the at-risk student who has a short attention span. The short episodes allow for more active teaching on more skills, and for more active student participation.

A third major function of the project is the use of manipulatives, not only in a cursory way to introduce a skill, but in a vital, logical way which tells the young student that he has a natural orientation toward mathematics. Success is built into this process.

The program is an exciting one where teachers are given credit for their knowledge about teaching young children, where at-risk student has an excellent foundation in math, and where collaboration between college and school is fully utilized.

Staff Development and the Dropout Crisis

Kay Sutcliffe & Jim Malanowski

Current research on the dropout crisis continue to support that the relationship between self-concept and student achievement is directly related to success in many areas of school life - social as well as academic. These findings point out that the dropout problem affects students throughout our nation with the inner cities suffering most with dropout rates that may exceed 50 percent. From study to study the figures differ slightly, yet all racial and ethnic groups are affected. The destruction of this kind of human potential is a national tragedy and threatens the welfare of our nation.

It is possible to reverse and eventually minimize the dropout crisis. Teachers can be trained in skills to enable them to control the environment in which students spend more than one thousand hours a year for 12 to 14 years. Through efficacious staff development programs, teachers can be given the gift of power that will enable them to create "nurturing cocoons", as described by William Raspberry in

Sept., 1985 Educator's Newsletter Foundation. Teachers can be taught to interact in positive ways that foster healthy self-concept and encourage self-esteem. Additionally, teachers can, through appropriate staff development programs, begin to tailor lessons to reach and teach all students. When teachers have the skills to identify and respond to students' preferences for processing information and to provide classroom instruction that builds in success for all students, will become effective in our efforts to keep students tuned in to learning rather than dropping out to tread the road to tomorrow.

Performance Learning Systems has established a staff development training that directly addresses the dropout crisis and has been successfully used in several districts. This training is provided through two forty-hour courses - Project T.E.A.C.H., which focuses on the aspect of creating a positive classroom climate in which students can experience success and self-esteem can grow, and TEACHING through LEARNING CHANNELS, which empowers teachers to reach the learning preferences of all students.

Training topics addressed in Project T.E.A.C.H. include:

* Verbal Communication Skills
* Resolving Problems
* Reducing Confrontation and Conflict
* Using Humor in the Classroom
* Using Team Building Skills
* Discipline Decision-making

Training topics addresses in TEACHING through LEARNING CHANNELS include:

* Identifying Teacher's Own Preference Learning and Teaching Style
* Identifying Students' Learning Channels
* Using KTAV (Kinesthetic, Tactile, Auditory and Visual) Strategies with students
* Using SDLOC Strategies for Processing Information
* Abstract and Concrete Concepts
* Sequential and Global Organization
* Memory Strategies - Short and Long Term.

Performance Learning Systems builds into all its training, the model formulated by Bruce Joyce to ensure that teachers successfully internalize the skills taught.

KNOWLEDGE - sound theory and practical application of successful teaching practices are provided

MODEL - instructors must demonstrate the skills they instruct

PRACTICE - training offers opportunities for many safe practices of skills taught

OBSERVE w/FEEDBACK - teachers observe one another's practicing skills and give specific, accurate feedback that is non-evaluative

COACHING - teachers are encouraged to engage in on-going coaching to achieve artistry in teaching

The KASH principle represents the "payoff" in adopting the training program described above. In working with at risk students, teachers are primarily dealing with attitudes - the most difficult of all things to change. PLS believes that the most effective change comes about when the teachers are able to make adjustments in themselves.

The teacher can change a student's attitude by:

1) Giving the student new KNOWLEDGE to help cause success in the classroom

2) Modeling or illustrating of SKILL resulting from new knowledge

3) Practicing new skills which will help students develop productive learning HABITS

4) Allowing the student to experience success which will begin to have a positive impact on ATTITUDE

Can we do something about the dropout crisis? Yes, we can dramatically reverse it and ultimately minimize it.

A Second Chance -- A Last Chance For The At-Risk Student

Linda Wilhelms, Dorace Peters & Orwillie Martin

I TARGET POPULATION

— Size: 2,000 + annually
— Age: 16 years through adult
— Entry level: 6th grade reading level
— Referrals: local public/private high schools, youth agencies, courts, individuals

II OVERVIEW

The Jefferson County metropolitan area, which includes Louisville, has an estimated 36.5 percent of its population (over 25) who have not completed high school. In addition, over 2,000 students per year leave the public schools without completing the requirements for a high school diploma. This translates into over 170,000 people, 16 and over, who did not complete high school. Recognizing these facts, the Superintendent and Jefferson County Board of Education authorized the development of an optional high school program. The Jefferson County High School open on January 21, 1986 with an anticipated enrollment level of 200 students for the spring semester. The school exceeded this enrollment the first week and eventually served over 700 students during its first semester of operation.

The school was designed to serve the entire district and enroll all present and former students who were interested in obtaining a high school diploma. The school was to be open/entry exit with flexible schedules and extended school days and school year. It was to be located in public school facilities and in multiple locations in order that problems of student transportation would be minimal. The director, coordinator, counselor and teachers were to be selected and trained to serve the "at risk" students. The instructional design was to promote academic success with guaranteed high basic skills competence, while the methods and approach was to be completely different from the "regular" high school. The school:

—would contain provisions for students, regardless of age, to have an opportunity to enroll in over 30 technical training programs offered by the district

—would provide a complete academic and career assessment for all students

—would provide pre-employment skills training, job development, placement and follow-up for students needing and wanting employment while attending school

—would provide career counseling and assistance in post secondary training after graduation

—would provide computer assisted instruction for all students

III PROPOSAL

The Jefferson County High School is a new, highly innovative and progressive educational program, leading the non-traditional student to the completion of a traditional high school diploma. Without the rigidity of the conventional high school structure, JCHS can allow itself the flexibility to meet the needs and demands of most "at-risk" students.

In this paper a plan is introduced about this four year old high school. It illustrates the framework and philosophy upon which this particular program is built. A profile of our student population, as well as describe our entry policies. Special attention will be paid to the referral and assessment procedures as we carefully illustrate a practical program, whose progress can be traced from the earliest stages of development, to the current existence of the program as it functions today, a large, urban high school with an enrollment of 2,000 + and a documented record of success.

Differing Literacy Achievement Expectations of At-Risk Students, K-3: Implications and Explanations

Geoffrey Purcell

The Schenectady Literacy Project was conceived as a means by which to examine the subject of literacy definitions and practices in Schenectady County. One of the components of the project is the study of "at-risk" populations of children (grades K-3) in selected schools in the county. By "at-risk," we mean those children who, for one reason or another, find themselves unable to acquire literacy skills which conform to the norms and rules of literacy held by their teachers and parents.

The at-risk component of the study (hereafter "the project") has three goals: (1) to discover the literacy expectations which teachers have of children in K-3 classroom settings in selected schools; (2) to explore home literacy environments of children in order to design better ways in which to intervene effectively in the educational process on behalf of at-risk children; and (3) to monitor (a) classroom processes/teaching methods and (b) indicators of achievement in those classrooms, as a way of assessing the degree to which the learning of literacy is enhanced in such environments. These goals will be attained through the observation of classrooms, the interview of pupils, teachers, administrators and parents, and the analysis of the educational statistics of the schools under study.

The five schools chosen represent rural, urban and suburban county settings. Employment in the neighborhoods is diversified, embracing light to heavy industry, services and public sector work. The communities reasonably represent the ethnic diversity of the county, as well as the various socioeconomic categories present in the county.

In this paper, we wish to discuss preliminary results of the project. In particular, the notions of literacy achievement and the definitions of literacy which kindergarten teachers in the schools hold, as well as the differences among the schools themselves, will be our focus. For example, the expectations which kindergarten teachers in relatively well-to-do neighborhoods have of their pupils are compared with the expectations of those teaching in depressed, inner-city areas. Although the definitions of literacy which these various teachers hold are similar, their expectations for literacy acquisition among the children are not. The value of this comparative approach, we expect, will be the attainment of a measure of understanding concerning the implications of teachers' views regarding literacy and its definition/acquisition, and their students' achievements in this regard.

As our preliminary research has shown, a large number of inner-city parents do not possess the literacy skills essential to the task of assisting their children in the acquisition of literacy. Thus, one of the project's principle aim is the establishment of a means by which at-risk children may acquire literacy entirely within the school setting.

Another preliminary finding of this project is the apparent need to design effective intervention programs for at-risk children. Our assumption is that, since many at-risk children are only identified as such when they are placed in remedial reading courses in the fourth or fifth grade, an early detection and a treatment option must be created in order to avoid the costly and time-consuming process of remediation. The intervention is seen as a program of flexible response to at-risk children exhibiting varying degrees of difficulty in reading, writing and communicating. The program would be designed by collaborating teachers, parents, admin-

By examining the definitions and expectations of literacy which educators and parents use in their attempts to convey the skills of reading, writing and communication to young children, we believe that we can effectively address the problems of literacy acquisition in at-risk populations in such a way as to derive truly generalized insights into the nature of the problem.

GOALS: Intensive Care for At-Risk Students

Wendell Howze

GOALS: Graduation Options and Alternatives to Leaving School is a dropout prevention program that provides unmotivated and unsuccessful students an opportunity to graduate from high school. It is designed to coexist with all other programs in the regular school environment and to share facilities, personnel and resources of the school.

Research cites many reasons for student leaving school before graduation. Often a series of unsuccessful experiences overwhelms the student. The GOALS program is designed to meet educational environment. Program goals include:

1. Improved school attendance
2. Improved academic performance
3. Improved self-concept
4. Reduced disciplinary problems
5. Increased parental involvement
6. Increased holding power of the school

The program stresses a lower teacher-pupil ratio. Classes are capped at 18 students, thus allowing increased teacher-student interaction. As well, the lower teacher-pupil ratio allows for a less stressful classroom environment.

The GOALS program provides for a team approach. The team consists of core personnel and support personnel. Core personnel include the classroom teachers, a dropout prevention specialist, an attendance aide, and a school-based administrator. The support team is comprised of other school personnel, including the occupational specialist, the intervention center (in-school suspension) instructor, the school resource officer, guidance counselors and other personnel assigned to the regular school program.

An essential ingredient of the program is the Student Success Plan, which involves a positive emphasis on (1) the learning environment, (2) school attendance, (3) discipline, (4) grading, and (5) the school facility. Personalized instruction also is an essential element of the Student Success Plan. Each student is assigned a core teacher who assesses each student when he/she enters the program using available standardized test scores and other available information. After this data has been gathered and evaluated, the core teacher, in conjunction with other team members, develops the Student Success Plan. This plan includes an educational plan to help and a career plan. The student progress through the program.

Students are admitted to the GOALS program based upon a composite profile of the at-risk student. This profile includes such characteristics as (1) a grade point average of 1.5 or lower, (2) low stanines on standardized tests, (3) being over-age for grade, (4) having been retained in grade, (5) having a history of discipline problems, (6) having a history of attendance problems, (7) having a family history of dropouts, (8) displaying a lack of involvement in school activities, 90 being ineligible for exceptional student education programs, (10) being involved with school agencies, (11) having

health problems, (12) displaying a poor self-concept, (13) having previous involvement in alternative education programs, and (14) administrative promotion.

Parent support and involvement is a crucial element of the GOALS program. Frequent telephone contact is required. As well, students take home weekly progress reports showing academic performance, attendance and discipline. Parents are encouraged to come to school for scheduled meetings as well as on a "drop in" basis.

A variety of instructional strategies are used. Flexible use of instructional time is important, with class periods being broken down into smaller blocks of time that allow for a variety of activities in any single class period. Computers are utilized for remedial skill building, computer-assisted instruction, and creative thinking and problem-solving activities. A practical life skills approach is used and lessons are designed in a competency-based format. Finally, state-approved course modifications are offered that allow for combinations of course requirements to permit students to make up credits and work ahead to speed up progress toward graduation. These course modifications allow students to earn credits in innovative ways while stilll meeting intended outcomes of curriculum frameworks.

Program evaluation is carried out in both formal and informal ways. Team members within the school meet weekly to assess program progress as well as to assess and evaluate individual students' performance. Formal data collection is carried out on an annual basis. The informal and formal evaluation process results in program changes and modifications to enhance the chance of success for students.

The program has been in existence since 1986. It began as a pilot program in two high schools with ninth-grade students. The program has been expanded one grade level per year in each school. As well, the program has been extended to currently involve seven high schools and two vocational-technical center.

Two Outreach Programs Whereby Colleges Can Help Area High Schools Lessen The Number Of At-Risk Students

Louis Emond

Since most colleges draw the majority of their students from regional high schools, it is in their best interest to help those institutions address the growing problem of At Risk students. This presentation will discuss the philosophy, organization, staffing, and monitoring of two outreach programs that are practical, cost-effective, and successful. Those attending this session will be given specific guideline for implementation.

The first program utilizes specially selected and trained college students to tutor high school students in subject-specific material and in study skills. The program can be localized at the high school or the college campus, with the tutors receiving college credit (Peer Tutoring 101-102) for participation. The presentation will address tutor selection and training, facilities, scheduling, At Risk student referrals, special provisions for LD students, and evaluation.

The second program involves basic skills summer workshops, weeklong sessions that cover reading, writing, math, and study skills. Informal screening for various learning difficulties is also included. The total program covers faculty recruitment and compensation, facilities, scheduling, student-guided social and cultural activities, selection of At Risk participants, long-term monitoring of participants' progress, and program evaluation.

The Careers and Choices Exploration Program

Gail Quick, Sherri Shoffner and Carolyn Banner

The program is designed to provide a comprehensive curriculum to help at-risk student identify career goals early in high school. This program would thereby increase the student's chances of completing their high school education and enrolling in a postsecondary institution and decrease their chances of dropping out of high school.

The Careers and Choices program was implemented at TCL in 1987 as a pilot program at Battery Creek High School in Beaufort to focus on dropout prevention and deal with the problem of at-risk students. The primary thrust of the program is to emphasize that Careers and Choices makes education more desirable and relevant for students by giving them the opportunity to choose a career goal which will lead to employability, thereby decreasing the chances of dropouts among the students enrolled in the program.

Since the inception of the program in 1987 the numbers of students enrolled has grown from 120 to 1,448 and the program has expanded from one (1) school in 1987 to seven (7) schools in 1990. The schools that have participated and are currently participating in the Careers and Choices Program are as follows: Battery Creek High School, Burton, South Carolina, Beaufort High School, Beaufort, South Carolina, Hilton Head High School, Hilton Head, South Carolina, Estill High School, Estill, South Carolina, Wade Hampton High School, Hampton, South Carolina, Jasper County High School, Ridgeland, South Carolina, and Walterboro High School, Walterboro, South Carolina.

The interest in the Careers and Choices program comes from not only the high school administration and faculty, but also from students. TCL has had a continuing demand to extend this program to all eight high schools in the four-county service area. Due to limited funds and staff, the program has not had the capability to be implemented at the eight high schools in the College's four-county service area.

CAREER EDUCATION/EXPLORATION SESSIONS

Session 1: Overview of the Career Planning Process
- A. What is Career Planning?
- B. Career Vs. Job
- C. Why Plan?
- D. Why Work?

Session 2: Career Journey
- A. Steps to Effective Career Planning

Session 3: Career Planning Is A Decision Making Process
- A. What Is Involved?
- B. The Process
- C. Relative Importance of Decisions

Session 4: Assessing Your Interest, Abilities and Experience
- A. Assessment Instruments
  1. Myers Briggs
  2. Self-Directed Search
  3. Career Assessment Inventory
  4. Who Am I?

Session 5: Career Exploration Activities
- A. DISCOVER (computer-based career planning system)
- B. SCOIS (computerized method of delivering up to date career, educational and occupational information)
- C. Occupational Research (D.O.T.)

Session 6: Learning About Occupations

A. World of Work Maps
B. Work Tasks
C. Work Settings
D. Career Ladder
E. Salaries

Session 7: Making Educational Choices and Career Plans

A. Identify Paths of Training
B. Identify Paths of Study
1. Resources
a. Peterson's Guides

---Your Career Action Plan (Follow Up)---

CAREERS AND CHOICES EXPLORATION PROGRAM

1. Provide career planning to approximately 800 students during the 1989-90 school year.
2. Increase student knowledge about the career planning process.
3. Assist the student in exploring different careers.
4. Provide the student with information that will allow him to make decisions related to his occupation.
5. Introduce students to a variety of resources important in career planning.
6. Give students practice in research and locating occupational and educational information.
7. Provide students with the tools necessary to do self evaluation.
8. Provide students the opportunity to review assessment and inventory results.
9. Provide assistance to each student in recognizing his/her limitations and potentials of how to utilize information in planning careers.
10. Document a career plan for each student participating in the program.
11. Implement Careers and Choices Program at eight high schools during the 1989-90 school year.

CAREER/EXPLORATION GOALS

GOAL 1: To encourage and assist students to decide on career goals.

GOAL 2: By the conclusion of the program, 75% of the participants will have made a career decision as indicated on individual career action plans.

CAREERS AND CHOICES EXPLORATION PROGRAM

What to keep in mind when starting a Careers and Choices Program

1. Make sure the president of the college is an integral part in the partnership with the high school.

2. Start off with one central goal and then expand your goals as the program expands.

3. Start with one school and do a pilot-test to see if there is a need for such a program.

4. The instructor who is hired to teach the program must be well motivated, enthusiastic and enjoy working with high school students.

5. Word of mouth is the best advertisement for the program. So your first impression with the high school is crucial.
   a. Make sure the principal as well as the guidance counselors are involved in the planning stage and have input in organizing the program in their school.

6. Make sure you advertise the Program. Call your local newspaper and ask them to cover the story. Try to get a picture taken with the president of the college, principal of the high school, and the person teaching the class.

7. When beginning a Careers and Choices Program for high school students try to target the sophomores. At this point you can help students find out what classes they need to take to reach their career goals as well as catch them early enough in their high school years to begin their career plan.

8. The Program marketing strategy can be:
   a. To impact on the drop out rate of their school.
   b. To expose students to Career Planning before they become seniors.

9. When beginning a Careers and Choices Program try to negotiate that the program be run through specific classes, i.e. English or History versus students coming to a designated location.

Who Is Responsible For Learning? Implications for At-Risk Students

Ellen Tomchin & Steven M. Culver

The focus on public education has drawn attention to the large numbers of students who leave school prior to graduation. In the coming decades the number of at-risk students is expected to increase more rapidly than the rest of the school age population, underscoring the need to address the problems of students at risk (Pallas, Natriello, & McDill, 1989). However, merely focusing on the typical background characteristics of these students such as SES, minority status, and single-parent homes, as previous studies have done, has limited usefulness. The "within-child" or epidemiological model limited to immutable demographic characteristics blames the child for school failure while ignoring the context in which the child functions, namely the school environment (Spindler & Spindler, 1989; Richardson, Casanova, Placier & Guilfoyle, 1989; Wehlage and Rutter, 1987).

As we look for ways of reforming and changing educational delivery systems to meet the needs of at-risk students, the role of the teacher is critical. It is the teacher who is charged with meeting the needs of those in the classroom and who is ultimately responsible for implementing special programs (Richardson-Koehler, 1988). Furthermore, teachers' beliefs about their responsibility for learning and their perceptions about the influence they have on student performance affect the types of interactions that take place in the classroom (Ashton & Webb, 1986; Wehlage, Rutter, Smith, & Lesko, 1989). So, it makes sense to closely examine teachers' beliefs about their role in the development of student skills and behaviors, especially where at-risk students are concerned.

This study focuses on teachers' beliefs about responsibility for learning, and perceptions of influence over learning. The source of the data was the Phi Delta Kappa Students At Risk Survey (Frymier, 1989) which was administered to a nationwide sample of 9652 teachers in 276 schools. Teachers were asked how responsible they felt for each of ten student-related outcomes: reading comprehension, mathematics skills, writing skills, listening skills, daily attendance, general behavior, attitude toward school, completion of homework, attention in class, and higher order thinking skills. Teachers were also asked how much influence they felt they had on the same student outcomes and whether teacher, student, or parent was most responsible for each outcome. Teacher responses to these items were examined in relation to two factors (a) grade level of the teacher, elementary, middle, or secondary, and (b) perceived level of student performance, below average, average, and above average.

Results indicate that overall teachers at all grade levels believe they are responsible for the attainment of academic skills, but parents are responsible for student behavior, attitude toward school, and attendance. Responsibility for completion of homework and classroom attention varies according to grade level. In particular, teachers believe that parents are most responsible for completion of homework in elementary school, but the burden of responsibility shifts to students at the middle/junior high and senior high school levels. Teachers believe that they are most responsible for classroom attention at the elementary level, but students are most responsible at the middle/junior high and senior high levels.

Elementary teachers tend to assume more responsibility for attainment of reading, math, writing, listening, and higher level think-

ing skills than upper level teachers. Likewise they believe they have more influence over the attainment of these skills than upper level teachers. However, at the elementary level, teachers of below-average students consistently believe they are less responsible and less influential over the attainment of each of the academic skills than teachers of average or above-average students. The same pattern emerged for behavioral factors that teachers identified as the primary responsibility of parents. Specifically, at the elementary level teachers assumed less responsibility and influence over attendance, attitude toward school, general behavior, homework completion, and attention in class for below-average students than for average or above-average students.

These findings suggest that even in areas for which teachers feel primary responsible, such as reading and math, they believe they are less responsible and less influential with low-achieving students. If teachers believe that what they do in the classroom does not influence student outcomes, serious concerns about classroom interactions and teacher expectations arise. Attributing lack of success to factors over which students and teachers have little control, such as student ability or home environment, overlooks the potential impact of the school environment. As we look to ways of delivering effective instruction to at-risk students throughout the school process, program must focus on expectations for success and shared responsibility for student outcomes among teachers, students and parents.

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At-Risk Students Want To Learn

Priscilla Kite-Powell

Educators who work with students ten to fourteen years old agree that this age group has special characteristics. These are young people in transition from childhood into adolescence. The term "transescence" was introduced to describe this stage of development, which is as distinctive, different, and important as the other more familiar stages of infancy, early childhood, or adolescence. It has been said that about the only thing transescents have in common is that they have nothing in common. Regular classroom instruction has its own particular challenges for this age group, but for those students considered "at-risk" because they are one or more years behind instructionally, the challenge is intensified for the teacher as well as the student and the parent.

Seldom is only one factor responsible for a student meriting the label of "at-risk"; more often a variety of factors is involved. While preventing and reducing the number of students at risk takes many and varied approaches at all grade levels, emphasis had deliberately been placed upon reading at our middle school. There is a good reason for this, for in a large measure success in all academic areas is dependent upon reading ability. By the time a student reaches transescence, failure in other basic skills is accompanied by failure in reading. The vicious cycle of frustration/failure becomes intensified and more complicated problems result. For all the reasons students may not be reading when they reach the sixth, seventh, and eighth grades–from slow learners, reluctant learners, limited experimental backgrounds, limited language development to bright underachievers–they share a common need for special help if they are to break out of the frustration/failure mode that is often associated with lack of achievement.

That special help was forthcoming through the Chapter I reading program at Norris Middle School. Using effective school research an instructional model was implemented. The pilot was based on the position that learning is directly related to time on task, appropriate and available resources, immediate feedback, high expectations, and helping the student feel included and committed to learning.

Sixth, seventh, and eighth grade students who qualified for Chapter I instructional reading were scheduled into classes with a pupil/teacher ratio of 12:1. Students were then given a diagnostic pretest to identify strengths and weaknesses and to determine the instructional level. This diagnosis shapes the remedial effort through an individual printout of the student's skill deficiencies with all available resources in school to support the acquisition of that skill. This included all existing software, reading activities, magazines, basal series, reading kits, English books, and library books. During each class the teacher helped the student to set and attain realistic goals and to focus on desired outcomes.

After consulting with the teacher or after a teacher-directed activity, the student moved through learning stations that were self-instructional and paced to meet the individual needs of the students. These learning stations involved instructional materials at the learner's level and computers which reinforced success. Learning tasks and materials were kept meaningful and the learning sequence was so structured that the student was led to the place were relationships and generalizations were clear and self-discovery was a logical next step.

When the student's work was completed he/she corrected it and received immediate feedback. If mastery was not obtained, the teacher regrouped and retaught. A final posttest was administered to evaluate growth and achievement.

A backlog of success experiences helped to sustain the student when difficulty was encountered. Each student added to the store of success experiences during each remedial session.

The one hundred and forty students who participated in this program made an average NCE gain of 3 NCE's on the Iowa Tests of Basic Skills. The students in the regular remedial reading classes lost 5 NCE's from pre to posttest. In addition to the statistical data, attendance improved and the teachers have seen a more positive attitude demonstrated by the students. There were only two discipline referrals from the pilot group during the time they were involved in the reading program. One veteran reading teacher of 19 years said it was her best, most rewarding school year.

Preventative Programs for At-Risk Students In The Newark School District: An Examination of Program Effectiveness and Methodological Issues

Elaine M. Walker, Peter Homel & Rosemarie Kopasci

The presence of a large number of young adults who have dropped out of school and are ill-prepared in basic skills has raised considerable concern about the potential deleterious effects this poses for the society as a whole. The gravity of this situation has prompted scholars and practioners to direct their attention to the plight of the "at-risk" student. This can be seen in research attempts to clarify the definition of "at-risk", to help identify the factors which contribute to making a student "at-risk", and also to develop preventive strategies for reducing the number of students who are likely to experience failure within the formal educational system.

The Newark School District, which is the largest urban school district in the state of New Jersey, has within the past three years initiated several programs for its "at-risk" population. With a dropout rate of close to 40 percent, and a high rate of teenage pregnancy, the District has been prompted to develop innovative programs in order to strengthen its ability to keep students in school. Many of these programs reflect current trends in school reform movements and include a school-based child care center project for parenting teens; a special counseling program for at-risk elementary students; an alternative high school program for returning drop-outs; an after school tutorial program for at-risk elementary and high school students, and an academic accelerated program for students who have been retained at least twice. In addition to these programs, closer attention is being paid to the bilingual population, which constitutes an important category of our "at-risk population" because of language and cultural barriers. We have initiated a longitudinal study that will track the progress of bilingual children who are mainstreamed as a way of determining what factors may contribute to these children becoming "at-risk".

The Office of Planning, Evaluation and Testing is currently in the process of investigating the effectiveness of all of these programs and will be publishing a monograph on its major findings. The purpose of this presentation is twofold. It will first present the research findings on the effectiveness of two of these programs for which research is completed. The at-risk counseling study suggests that, in the area of self esteem, the "at-risk" student's feelings about the home impact significantly on his or her achievement and attendance patterns and so programs designed to improve the self es-

teem of students are likely to be more successful, especially if parental involvement is encouraged. The data on the afterschool tutorial project indicate that students with comparatively weaker skills to begin with showed significant improvement in academic performance and that their scores at some grade levels surpassed those that of the district comparison group.

The second purpose of this paper is to describe the other projects like the school-based childcare center, which is a collaborative project with several health and childcare agencies and the bilingual mainstreaming study. These are studies for which only preliminary data are available, but these studies are of interest because of the evaluation paradigms and analytical focus which we have adopted. They point out many of the special issues which arise in studying and evaluating innovative projects for the "at-risk" student since they tend to comprise a group of projects for which traditional paradigms of evaluation are not entirely appropriate.

Predicting College Success: Who is At-Risk

Judith Schulz

Introduction

What happens to students as they move along their college or university careers, when they complete with classmates of varying abilities? More specifically:

1. What criteria are used to identify students who might be "at-risk?"
2. What proportion of "at-risk" students are placed on academic probation or suspension?
3. What are the implications that can be drawn regarding the completeness of the current "at-risk" designation?
4. How do we identify whether a student will fall into an "at -risk" group?

The Identification of "At Risk" Students:

At Old Dominion University "at-risk" students are identified as those with SAT scores below 850 and/or high school grade point averages of 2.4 and below. High school grade point averages and SAT scores are easily quantified and available for most college-bound students. However, the predictive value of these indicators is debatable.

"At Risk" Status and Academic Performance:

I found that the proportion of students with "at risk" SAT scores was greater for those on academic probation (GPA's under 2.00) than for those in good academic standing. A dichotomy appears when the differences in average SAT totals for probationary students are compared with those for suspended students. The average SAT total for suspended students is higher than the average SAT total for probationary students.

The "M" Factor:

This dichotomy is explained by a factor which cannot be easily quantified using standard indicators. I call this the "M" Factor—"M" standing for maturity and motivation. Some students do not seem to be ready for the freedoms and responsibilities that accompany a college or university education. Thousands of dollars are spent on a student's college education, yet, scholars cannot identify an indicator which accurately predicts college success for an individual student.

Ten items based on social, cultural, and academic decisions can be used to gauge whether a student is ready to assume the responsibilities associated with the higher education experience. The items represent an "art" rather than "science," so correct answers to all of the items cannot be described as a number which represents a score of 100 percent. A "YES" answer is:

Negative 1. Is college choice based on non-academic factors?

Positive 2. Does the student have a realistic idea of what he or she wants to achieve with his or her life?

Positive 3. Does the student have a particular major in mind which seems to match his or her abilities?

Negative 4. Does the student think that his or her parents or society must provide—or that they owe—the student a college or university education?

Negative 5. Do the student's parents think that their offspring must attend a college or university?

Positive 6. Are the parent's willing to consider a short-term alternative to a college or university education in order to allow their son or daughter the time to develop goals?

Positive 7. Are the parents willing to allow their child to make his or her own career choice?

Positive 8. Does the family provide a supportive atmosphere and provide advice only when requested to do so?

Negative 9. Are the parents deciding which college or university their offspring will attend?

Negative 10. Does the student want to go to college or a university because "everyone else is" or because they don't know what else to do?

The 10 factors emphasize that noncognative factors play a significant role in college success. Other scholars have come to similar conclusions. I urge all of you to remember that the American Dream can be attained in many ways. A college education should be open to all who qualify, but intellectual qualification does not always mean that an individual is mature enough or sufficiently motivated to be successful.

Finally, I would like to end with a list of "danger signals" for parents and advisors. There is trouble ahead when a college student says:

—My grades were lost in the mail. I'll tell you later...

—Probation doesn't mean anything. Don't worry...

—They don't take roll, so it doesn't make any difference whether I go to class...

—Dr. (——) doesn't like me...

—My grades will go up after I finish pledging...

—I don't have time to study...

—Everyone copies; whatever you can get away with is fine...

Section Two

Preventing and Reducing Incidence of At-Risk

If one were to interpret the problems of at-risk children from the perspective of many of the proposed solutions we read about, one might conclude that the problem originates in the high school. If those students in trouble are given adequate vocational training and work experience, the problem is solved if they stay in school. This type of simple solution, however effective it might be, is misleading. The flood of at-risk youth continues. Work-oriented alternative programs are one answer in helping to alleviate the societal impact of school dropouts, but such programs do not address the factors that initially place children at-risk. An appropriate analogy might be made within the medical profession. An excellent heart surgeon might remedy the immediate effects of a heart attack and give his/her patient some additional years of life. However, regardless of the effectiveness of the surgery, nothing has been done to prevent that patient from reverting back to a risky lifestyle that could lead to another heart attack. Furthermore, the surgical procedure in itself does little, or nothing, to address those factors that could prevent future heart problems in other people. That educative task is left to those who teach about nutrition, lifestyle and attitudinal changes.

Within Section Two, contributors deal primarily with the second part of the above analogy, specifically identifying and addressing those conditions that place a child at-risk early in the schooling process. Of course, sometimes immediate "surgery" is also needed, as Schott writes about his school's goals in "Leadership As Applied to At-Risk Programs":

> "...no program can be all things to all students...we therefore modeled our thoughts along the lines of the triage approach to emergency medical care. That is, we would deal first only with those who could be saved."

A number of the programs described in this section deal with high school students and the ways in which we might through education salvage what sometimes seems to be a lost cause.

A key to success within the programs that follow, as is the case with most successful programs, is the creative use of a variety of resources and resource people. Of note are how Hadley and Hadley stress the role of poetry and music in developing reading comprehension, while the Jones investigation found success with the behavior modification training of teachers. George J. Feru in his article dealing with school discipline urges another look at in-school discipline policies as a means of retaining students. Campana and Sauer however identify hope in training parents to improve at-home discipline. The suggestions are as varied as the settings from which they arose. In sum, though, there is an agreement that the at-risk problem needs both the development toward prevention of early failure at the kindergarten level, and a "triage" approach for the secondary school students.

Within the programmatic suggestions found in this section, is an even more important insight -- one that becomes clear when these selections are viewed as a whole. That is, the breadth of ages and problems addressed within the framework of the section drives home the point that students do not drop-out in high school. That may be the point at which they leave the school system, but, too often, they have actually dropped-out many years earlier. The following articles attempt to shake the reader out of a sometimes subtle complacency and force a reexamination of the ways in which students are taught. What often amazes one involved with at-risk youth more than the number of at-risk children is the number who succeed in spite of their school systems.

Identification Of Potential School Drops And Implementation Of A Dropout Prevention Program

Jerry Trusty & K. Dooley-Dickey

The school dropout problem continues to gain attention on national, state, and local levels, as schools attempt to respond to the many dimensions of the dilemma. This paper addresses methods of identification of potential dropouts and the initiation of a dropout prevention program in a rural school district.

One of three dropout potential identification instruments was administered to each student in the school district. Teacher-perceived instruments designed to determine pupil adjustment at school were given to students in kindergarten and first grade, and second through fifth grades. Students in grades six through twelve completed a 30-item scale assessing attitudes, demographic factors, and behaviors believed related to performance and adjustment at school. Teachers were not allowed to see the results of the instrument given in the higher grades.

A few weeks after the administration of the dropout scale, teachers were asked to give a dropout potential rating of each student. Teachers were informed of factors that are generally accepted as being related to dropping out of school. The content of the teacher instructions were similar to the items in the student completed scale, except that teachers were asked to consider socioeconomic status, while the scale only indirectly questioned this aspect of the students' lives. Teachers placed students in one of three categories (i.e., low dropout potential, moderate dropout potential, high dropout potential). Students at this particular school (grades six - twelve) attend classes with at least four different teachers each school day, therefore at least three teacher ratings of each student were obtained in almost all cases. Teachers were instructed to respond only on students with which they were familiar. Administrators, counselors, and other school staff reviewed a list of school pupils and identified students at risk of dropping out. All school staff involved were encouraged to include any specific information judged to be related to any particular student's dropout potential.

Students identified by either the teacher rating or the 30 item scale were designated as potential dropouts. The relationship between the two measures was determined by use of Pearson's r (r=.67).

Since dropping out of school is a multidimensional problem and symptom, the dropout prevention program has many facets. The information gathered from the scale and from teacher or staff reports was used to determine suitable individual counseling strategies, and an analysis of the characteristics of the at-risk group revealed more general guidelines in the formulation of the program. In grades six through twelve group counseling is not relied upon heavily, for much of the related literature points to the infectious nature of deviant behavior. When group counseling is used, members are carefully screened, and students not in the at-risk group are included.

Aspects related to dropping out such as social skills, study skills, information deficits, school phobia, self concept, locus of control, attitudes, peer influences, career concerns, and numerous other factors are addressed by the counseling program. Each student's ability to deal with school rules and procedures is assessed, and those not adept at functioning within the rules are helped.

Since a high number in the at-risk group indicated that they were tired or sick often, the

counselor is careful to explore anxiety, depression, conversion reactions, and psychological problems. Counseling strategies designed to alleviate stress are often used in helping at-risk students.

Recent research indicates that many students drop out because school is boring, therefore the problem has a strong staff development component. Teachers, with the use of emotive imaginary, are guided through the school day of a typical at-risk youth. Staff development emphasizes the self-concept and feelings of belonging to the student. Teachers are frequently asked to collaborate on determining the appropriate educational program for at-risk students.

Probably the salient feature of the program is the advocacy provided to potential dropouts. Personal Advocacy for Students (PAS) is a community based network represented by the school, health services, welfare social services, extension service, churches, the business community, and local government. A pre-existing multi-disciplinary team allied with the youth court, and a community based program, Making the Grade, are vehicles for the dropout program.

These representatives assist in finding personal advocates for students at risk. The personal advocates represent the student in school matters; are available to the student; act as liaison among parents, school, and community; and follow student progress. The program is coordinated by the school counselors, and its purpose is to deal with a wide range of students, school, and community concerns. Teachers are also enlisted as personal advocates. This is more common in the higher grades where there are fewer potential dropouts. These efforts are conceptualized as a fluid, consistent, action-oriented undertaking that seeks to elevate the quality of the students' lives.

SMART-START -- Early Screening and Intervention: A Rural Model for At-Risk Prevention And Reduction

N. D. Stubblefield & Carolyn M. Taylor

Begun in 1982, the Kindergarten Registration and Screening Program usually screens between 400 and 500 four year old children during a two-day period each spring. This is about 98 percent of the children who enter kindergarten in the Warren County Schools each year. Our school district, located in rural middle Tennessee, has about 6100 students enrolled in grades K-12. The screening is planned to be an exciting and entertaining event for the children, parents, and caregivers who participate. We have clowns, costumed TV characters, a prize for every child at each of the 22 screening stations, and a path of contact paper cutouts for the child to follow that leads to every station of the screening program. It is designed to screen every area of a child's development so that teachers can plan to make each child's kindergarten experience memorable and developmentally rewarding.

The Learning Accomplishment Profile: Diagnostic Screening Edition is the basic instrument used to screen in the areas of Language, Gross Motor, Fine Motor and Cognitive Counting Skills, and we have added additional items teachers wanted assessed, such as body parts. In addition, we have a station for six year olds, as we do screen children who have not yet entered school, but are five or six years old and will enter first grade in the fall. We also ask children to give their name and address, age and phone number. We think this information is important for the safety of the child and want to educate parents about the importance of helping children

to learn to give these basic facts about themselves and when it is appropriate to do so.

Speech screening utilizes the Flucharty Preschool Speech and Language Screening Test, a four-sounds tape for auditory discrimination, and the audiometer and tymphanometer are used by a registered audiologist for hearing screening.

School Psychologists see every parent/caregiver and child who attend to review their score sheet and help all to understand what it means. Children who scores are above 23 (out of 28) are given further screening on the spot to check for potential giftedness, while children whose scores are below fourteen are given an appointment for further assessment, as are children who need further speech/language assessment.

The three-part carbonless score sheet provides a copy for the parent/guardian, a copy for the school the child will attend, and a copy for the appropriate specialist where further evaluations are recommended.

Children with hearing problems are usually not referred to a physician until a second screening is completed in October, unless tymphanometer readings indicate the need for a referral to a physician at once. Those with indications of a vision problem are referred to appropriate specialists, with a follow up check in the early fall to make sure further evaluation has been completed.

Many businesses, industries, and professionals in our community contribute gifts, prizes, time at the screening, publicity, TV time, costumes, and refreshments to help ensure the success of the screening. The Tennessee Department of Health and Environment and the Social Security Administration also work closely with us and have representatives at the screening to check on immunizations and provide applications for social security cares, respectively.

The key to our successful program is the involvement and commitment of the teachers, high school child care students, teacher assistants, system-wide specialists and administrators, maintenance personnel, substitute teachers, secretaries and volunteers who work extra hours and do onerous chores (try stamping out 1,000 contact paper teddy bears!) to make sure our children begin school with the help they may need already planned for them.

Parents/caregivers of children who are suspected of being at risk are given an opportunity at the screening to enroll in our Parenting classes, help at two different schools and at different times. This 10 weeks of two-hour sessions utilizes the BOWDOIN METHOD materials. This series of videotapes is accompanied by a series of 10 paperback books. One copy of each of the 10 books is given to every parent at every session. Written so as to be easily readable by even those minimally literate, these books and accompanying tapes, lessons, and practice lessons to be carried out at home with ones' own children have been very effective in helping the school to give parents the tools needed to help them help their child do well in school.

Parents completing the series of classes are awarded medals and certificates by the Superintendent of Schools. After the initial class, if parents desire additional help in helping their child, classes are offered to them in the evening by first grade teachers.

The combination of early identification of the at-risk child, coupled with parent education and school support, gives the child the best opportunity for continuing school success.

Preventing And Reducing Students At-Risk Through The School Discipline Program

George J. Fero

A two year study was completed in 1987 which tested the effectiveness of in-school suspension (ISS) against the use of a selective early release program (SERP) alternative to in-school suspension. While this study found that in-school suspension was no more or less effective than the early release program, there were several related findings which had some relationship with at-risk students in the high school.

A relationship was found to exist between a lower number of assignments to ISS and lower enrollments after the sophomore year. A second relationship showed a connection between the type of offense committed and repeated assignments to ISS. Based upon these findings, the Center for Applied Research at Northwest Missouri State University funded a second study to determine the extent to which the type of offense resulting in assignment to ISS and the punishment were related to identifying at-risk high school students. Because the school under study was experiencing an approximate 25 percent drop-out rate, and due to the sensitivity of the issue in the community, the researcher and the university were given access to student records under the agreement that the name of the school district would not be revealed in this study.

Additional data were collected on the 12,553 cases used for the 1985-1987 ISS study from available archival records. These data included whether or not each subject was still enrolled in the school through December 1988. Subjects who were not enrolled in the school were listed according to reason for withdrawal. These new data were then matched with data collected in the 1985-1987 ISS study which included year in school, number and types of student offenses, assignments to ISS and/or use of SERP, Stanford Achievement Test Series NCE score, and sex. The chi-square statistic was used to test the three null-hypotheses.

The statistical tests showed that a significant relationship existed between the type of offense committed and whether or not the student was at-risk ($p<.05$). In addition, a significant relationship was found between grade level and at-risk students at the ninth and tenth grades. A significant relationship was also found to exist between achievement scores and at-risk students.

While there was no significant relationship between the type of discipline used and at-risk students, there was very strong evidence that such a relationship may exist if further data were collected to track all students through four years of high school, including transfers between schools.

Since a significant relationship did exist between type of offense and at-risk students, the evidence suggested that early intervention into student behavior patterns may prevent these behaviors and reduce the at-risk potential of a student. While this study was limited to high school students, the evidence supported intervention with at-risk students prior to high school. This study resulted in a number of recommended strategies which may be applied and tested in reducing the number of students at-risk in the public schools.

These recommendations include regular contacts to the homes of absent students, the establishment of clearly defined attendance policies, and the establishment of disciplinary plans that deal with violations of school rules in a manner that encourages the development of self-esteem in the student rather than contributing to a lack of success in the student. Strategies to deal with the absentee contacts include the use of community volunteers to call the homes of absent students, computer assisted systems, and

the use of teaching personnel during preparation periods.

The disciplinary plans need be proactive in preventing the atmosphere for perpetuation of the factors that may have caused a student to be at-risk. For example, rather than remove the student from the classroom and place the student in an in-school or out-of-school suspension situation, the disciplinary program should first enter into behavioral contracts with the student. This would permit the student to better understand the ramifications of the unacceptable behavior, and have some ownership in what would be expected of the student by the teacher and administration. Suggestions for teachers include the use of positive approaches to instruction and discipline in the classroom, clearly defined consequences for repeated offenses, and early parental involvement.

Outside the classroom the school is encouraged to expand the extra-curricular program to permit and encourage maximum participation by all students. By allowing the students to have experienced success outside the classroom, success, no matter how small, may have had more meaning in the classroom.

K-2 Program: The Prevention Of Failure

William P. Deighan

Benjamin S. Bloom, one of the most influential educational psychologists in the world today, pointed out several years ago, that a revolution had occurred in our understanding of what works to enhance learning. As a result, schools can create the conditions that will allow all students to learn to a high standard.

While this is a major breakthrough in educational research, it also presents schools with an important responsibility to use this research for the improvement of students' learning. That many schools seem to resist this is lamentable.

The purpose of this presentation, is to describe one comprehensive school program for primary-grade children (K-2) that was restructured based upon this new knowledge base.

Program Description

Starting in the summer of 1985, the West Chester Area School District (PA) implemented a clinical teaching team project on a pilot basis at the K-2 level in three of its nine elementary schools. The project was continued during the 1985-86 school year.

In April, 1986, based upon findings from the pilot project, the Board of School Directors agreed to implement it in all nine schools on a permanent basis. In effect, the K-2 component of the elementary level was restructured.

The program combined research findings from several topical areas that are associated with improved learning in school:

- outcome-based curriculum; criterion-referenced assessment; mastery learn ing
- early identification and intervention for "at-risk" students
- diagnostic-prescriptive teaching
- continuous progress organizational structure
- teacher empowerment and leadership
- teamwork
- Quality Circles
- cooperative learning and peer-mediated instruction
- reduced teacher-pupil ratio in instructional setting
- increased instructional time (time-on-task)

- enhancing self-esteem and building internal "locus of control" in students
- raising students' levels of aspiration
- expanding students' sense of efficacy

Students and teachers in grades K-2 are organized into two teams in each school. Each team includes the regular primary teachers, a half-time reading specialist, a shared learning disabilities teacher, a teaching assistant, Chapter I teacher/resources, and an aide. Also, it is possible to have student teachers and graduate-level student clinicians involved depending upon the location.

All students receive instruction in reading, language arts, and mathematics three hours per day during the regular school year. In addition, identified "at-risk" students receive an additional three hours per day for four weeks in the summer.

Students are determined to be "at risk" for school failure both by standardized assessment procedures, teacher recommendations, and performance on outcomes-based criterion-referenced assessments that have been designed to accompany the teacher-designed, outcome-based curriculum.

Additional summer work is available each summer while the child is in the K-2 grade component. This increased instructional time is the equivalent of nearly one additional year of schooling during this time span.

Throughout the program students are taught in greatly reduced teacher-student ratios, with the average being one-to-ten. This is the case because of the additional special services, as well as the use of a small-group instructional format.

In addition to learning specified skills associated with reading and mathematics, students are engaged in a language-enriched and highly supportive learning environment that is designed to help each of them to progress successfully through the outcome-based curriculum, arriving at the third grade with the academic skills necessary to continue to be successful.

Also, the "at-risk" students continues to be monitored and given needed support services at these higher grades until they have internalized the ability to function without them. In fact, the school district has begun to expand the team structure to the upper grades because of both this need and the program's success.

The **Gates-MacGinitie Reading Inventory** is the standardized assessment instrument used, with students scoring below the fiftieth percentile being considered "at risk."

Findings

Based on pre- and post-data collected on the three pilot schools between September 1985 and May 1986, the number of students considered being "at-risk" was reduced by over 60 percent in both first and second grades. In addition, end-of-the-year testing of all nine elementary schools in writing and arithmetic showed the three pilot schools to be significantly higher than the other six schools. Since earlier parental judgments claimed that students in the K-2 program were frustrated with learning academic subjects, this success is likely to improve their self-esteem.

Finally, parents, teachers, and administrators acknowledged that the program worked and that the children were better equipped to learn and to progress. A testament to this is the district's expansion of the program to the upper elementary grades.

Alligators On Escalators: Helping 'At-Risk' Kids Bring Grades Up And Behavior Down!

Frank C. Campana & Gail Sauer

Parental involvement is a vital component in the success of the Model School Adjustment Program. Parents must agree to participate in order for their child to receive services. Parents attend a series of classes, which meet once a week, for approximately 1 hour and 15 minutes each for ten consecutive weeks. Parent classes are offered in the mornings or evenings. Individual appointments and home visits are also arranged if needed. Every effort is made to meet the needs of the parents when scheduling meeting times.

The "Active Parenting" program developed by Michael Popkin is presented. This program was chosen due to its simplicity, clearness of concept, and the accompanying video, which depicts problem situations and approaches to handling them.

The weekly contact with parents provides opportunity for communication between home and school, and reinforcement of the parent's role in working with the child to ensure progress. Progress sheets are discussed. Parents are encouraged to supervise daily homework assignments for completion and carry out appropriate consequences if the child chooses not to follow through with his/her responsibilities. This may be as simple as the parent firmly, but kindly, telling the child he may watch television when he has completed all his homework, but not before, and working with the parent to help him consistently carry out this action.

The majority of time in the parent classes is spent on improving parenting skills and replacing ineffective, discouraging, methods with those that are effective and positive. It becomes a process of helping parents to change their behavior and, thereby, causing a change in their children's behavior. Styles of parenting are explored, authoritative, permissive, and democratic, and the overall impact of each style upon the child is determined. It requires parents to consider how they were parented and to become more sensitive to the feelings and needs of a child. The relationship between the parent and the child is stressed, emphasizing the importance of mutual respect.

The parent classes explore some dynamics of personality, the effect of birth order, and the importance of a good self-concept. Emphasis is placed upon being positive with the child and developing encouraging behavior on the parents' part. Skills are discussed to implement these ideas in practical ways.

Dynamics of childrens' misbehavior are explored, and patterns of parents' behavior which may contribute to the problem, are examined. Owning one's feelings and dealing with the emotions of angers, for both parent and child, are important concepts. Logical consequences are used to replace the idea of punishment. Logical consequences are viewed as less negativ, and they encourage cooperation from the child, while still providing the child with firm, consistent boundaries needed for guidance and developing responsibility.

Communication between parent and child is addressed. Parents are made aware of communication blocks such as sarcasm, commanding, moralizing etc. Using "I message" to assertively handle problems and "active listening skills," the parents are able to build a closer relationship with their child.

The classes provide parents the opportunity to focus weekly on the relationship with their child. This may never before have received such scrutiny or thought. Parents know what they want from their child but may not know the

correct approach to realizing that goal. Parents are somewhat defensive in the beginning about the need to learn parenting skills. However, by the end of the classes much insight and understanding has been made and parents are almost unanimous in their enthusiasm for the classes.

Parents are asked to meet with the counselor privately with the idea of helping the counselor work with the child. At this time, assessment can be made of the needs of the family. Individual counseling with the family is recommended when indicated. The parent class assists in making this connection. Parents are familiar with the family counselor from classes and appear more open to this arrangement.

How One Elementary School Provides Success Experiences To At-Risk Students Every Day

Carolyn Lawrence & Gordon Lawrence

Starke Elementary, located in a low income neighborhood riddled with drug abuse, is effectively helping its students develop skills and attitudes needed to cope with the harsh circumstances of their lives. There are four features of the program to be emphasized. They are:

1. Through school-based improvement planning over a four-year period, the administrators and staff have hammered out goals and strategies, and implemented them. Besides improving student performances and attitudes, this cooperative work has resulted in a high teacher morale and work ethic. The essential features of this work have been a critique of the school and principal through a questionnaire answered anonymously by the teachers; faculty involvement in policy decisions that affect them; training in skills of listening to each other; and a deliberate effort to maintain open communication about all aspects of school life.

2. Practical applications from the body of research on effective teaching have been the main focus. The principal is well versed in the research, teaches it in practical terms to the faculty, does demonstration teaching, and coaches teachers regularly. Typically, she is in classrooms two hours a day. From the research, special emphasis is given to high-success instruction through finding materials and activities matched to each child's level. A special feature of most classrooms is the use of activity-based centers in which students practice needed skills—to mastery—through varied materials, including extensive use of manipulative materials. Especially effective are manipulatives such as "Versatiles and Stepboards" that give students practice in math and language skills without the use of paper and pencil. The practice centers take the place of typical pencil and paper seatwork during the 90 or so minutes the teacher is working with small reading groups. Children are trained to manage themselves in the centers. Homogeneous grouping is avoided except in reading groups. Efforts are made to avoid stigmatizing children because of the level of instruction they are on.

3. An after school program, started in early 1988 specifically for the most at-risk children, has had measurable effects on those who have participated—better attendance, grades, and behavior. Monies were raised through donations and grants to fund most of the program's expenses. Children were chosen for the program by their teachers according to at-risk criteria. Features of the program include an evening meal, help with homework, centers for skill practice and for structured play, and recreation. Former Starke students, now at the middle school, themselves at-risk students, were hired to help with the

program. Their grades, behavior, attendance, and self-esteem have also been notably affected by the program.

4. These and other former Starke students are being monitored by volunteer teachers and the principal. The objective is for each child to have an adult mentor who can encourage and help. They meet as a group once a month, and have on-to-one contacts at other times. The group meeting is a time for members to tally the points each student has added to the collective total. Points are awarded by grades earned, their teachers' ratings of their conduct, school attendance, attendance at club meeting, etc. Points are also subtracted from the total for poor grades and behavior. Members decide on group awards, such as a group trip to an all-you-can-eat restaurant, and decide how to raise money to pay for the reward. A January meeting, for example, was devoted to baking cookies to sell at school. So far, the results are amazingly positive, with most of the children finding ways to take hold of their lives and overcome the negative influences of their environments.

T.O.T. -- A Total On Target Team Approach For At-Risk Students

Faith Spitz

A. TOT MEETINGS

The Montclair Public School District has developed a building-based think tank approach toward assisting students who appear to be at risk for academic or behavioral failure in school. Total on Target (TOT) meetings are attended by a team of educators including the building administrator (principal, or his designee), student assistant counselors, basic skills improvement teaching staff, helping teachers, speech therapists, nurses, child study team members (social worker, psychologist, learning consultant), classroom teachers and others who might have knowledge of the student.

Meetings are scheduled on a regular basis known to all staff memebers. Teachers who have students in their classes who they feel are "at risk" for failure submit the names of these students to the principal or TOT member prior to the scheduled meeting.

At the regularly scheduled meeting, the student is discussed and a plan of action is determined. The plan of action notes the strategies and interventions to be tried and who will be responsible for carrying them out, along with the timelines. The plan of action form also states a date for a review follow-up meeting. The administration assigns staff to implement the intervention noted on the action plan and indicates what follow-up will be provided at the next TOT meeting. A TOT member takes minutes of each meeting, which are kept on file by the building administrator as well as central office administrator.

B. STATEMENT OF CONCERN

If the action plan developed at the initial TOT meeting is unsuccessful, a statement of concern may be recommended. In some cases an action plan may not be developed and a statement of concern may be the initial response of the TOT committee. The statement of concern involves parents and is more "serious" than an action plan.

A statement of concern form is completed by a regular education staff member. Within 5 school days, an administrator is required to sign the form and submit a copy to the learning consultant. Within 5 school days after the administrator signs the form, the L.C. dis-

cusses the statement of concern with the entire TOT, school nurse, and classroom teacher, and an intervention plan is written by the regular ed. teacher and the TOT member. A date for an intervention plan review meeting is determined and is noted on the plan. This follow-up review meeting must be held within six weeks of the initial plan being written. A designated TOT member submits the intervention plan to the administrator which is then distributed to the parent by mail or in person. It is also distributed to the classroom teacher and to other appropriate school staff members.

An intervention plan review meeting is held within the six weeks and further recommendations are made. This may include no further action if the plan was successful, a continuation of the plan with a review to be held again (within six weeks), or a revised plan with new strategies. Should all of the above strategies prove unsuccessful, then a request for a CST referral may be made.

C. SUCCESS FACTORS

Several factors are important in making the TOT process work:

1. The building administrator must be supportive of this process. The TOT process works best in the buildings where the administrators have a strong committment to keeping at risk students in mainstream settings.

2. Regular educators must take responsibility for students with special needs.

3. Instructional alternatives in the regular classroom should be viable.

4. Assistance should be provided to the classroom teacher.

5. The chairperson must follow up the recommendations.

6. Teachers must be kept abreast of all facets of the student's program.

7. Efficient channels of communication are most important.

8. The forms used should be easy for teachers to complete.

9. Confidentiality is important. Minutes should be distributed only to personnnel involved. Student codes are used in the minutes so that students are only identifiable to faculty having their code numbers.

10. Formal procedures with guidelines are most important.

D. AREAS OF CONCERN

Some problems encountered involve:

1. Regular educators taking responsibility for students who are "at risk" for failure.

2. Difficulty in releasing regular education teachers to attend TOT meetings.

3. Consultation skills of the follow up TOT committee member.

4. Teachers "buying in" to the effort.

5. Experienced respected team members being creative problem solvers.

6. Adequate time and training of staff both in consulting and intervention models is needed. TOT staff must have knowledge in differentiating curriculum and an understanding of what motivates students at various levels. They also need to have expertise in instructional change and motivation of professional staff.

7. Paperwork requirements must be kept to a minimum for the process to work.

While many students identified by the TOT process may require special education classification and services, many are able to continue to be served in the mainstream by having several "inventive alternatives" presented to regular teaching staff.

In the State of New Jersey, special education is moving towards a School Resource Committee for involvement prior to referral to special education. The Total on Target approach in Montclair, New Jersey is a precursor of the School Resource Committee.

Leadership As Applied To At-Risk Programs

Ridgley Schott

It is no secret that the education profession regularly embraces fads and buzz words, and currently "leadership" is a term that is in vogue. There is some danger, therefore, in including the term in the title of this presentation. However, the purpose of this work is not to provide any theoretical or philosophical discussion of leadership. Rather, its purpose is to provide the practitioner in the field with a series of decisions or choices that must be made in order to implement a successful At-Risk program.

Many in the profession today remember only too clearly such innovations as flexible modular scheduling, individually guided instruction, or open concept building construction. These bandwagons appeared with much fanfare, but ended up leaving quietly by the back door. It is a basic assumption of this paper, and our school, that these highly acclaimed and terribly popular programs failed not on their merits or underlying principles, but because of poor implementation strategies on the part of the leaders charged with their implementation. If educators do not learn from these past failures, there is no reason that At-Risk programs will not meet the same fate. What must an educational leader do to implement a successful At-Risk program?

The first two decisions are so intertwined that they are difficult to separate. Let it be said that the first step in implementation of a successful program is to decide its scope. Simply stated, who will be served by the At-Risk program? While this seems to be a statement of the obvious, in practice this is a question that is seldom answered clearly. A clear mission is crucial to any program, but especially so to programs in the At-Risk category because of the wide range of definitions of a "Student at Risk." For example, at Washington High School, we felt for various reasons that our program had to be structured in such a way that success was virtually assured in the first year. We believed that no program could be all things to all students, as is often tried. We therefore modeled our thoughts along the lines of the triage approach to emergency medical care. That is, we would deal first only with those who could be saved. Other school systems may not agree with this approach, but the purpose of this discussion is not to evaluate the wisdom of our decision. Rather, this example demonstrates that an initial decision concerns how much the program is to accomplish. This is a crucial step in program design, and one that must be referred to throughout implementation. All involved must know what the program has been designed to do, understand why this needs to be done, and believe in the mission.

Defining the vision of the program goes in complete concert with recruiting the personnel involved. As noted above, this may easily have to be the first decision to be considered. In other words, who is there to work with? If the personnel involved cannot carry out the mission of the program, the endeavor will fail. If those available do not believe in the goals of the program, or do not have the skills to carry them out, it would be wise to change those goals. This is, again, a statement that seems to be obvious, yet its basic tenets are often ignored. The best program design in the world is useless in the hands of someone who cannot, or will not, make it work. As Tom Peters stated in his video "Passion for Excellence," behind every successful venture is a monomaniac with a mission. Yet, time and again schools tend to develop programs, then consider their staffing. While formulating plans for our At-Risk program, we visited the public schools in Madison, Wisconsin. Two high schools there had implemented

identical At-Risk programs, managed by the same person through the central office. At the same time of our visit, one was functioning beautifully, the other struggling miserably. The former program was staffed by enthusiastic, hand picked personnel who wanted to be part of the program, while the latter was staffed by veteran teachers who had settled into the program through reduction in force. It seems curious that teacher empowerment should be talked of as some sort of new idea. Teachers have had all the power all along, at least in terms of making a program work, a realization that should come as no surprise to anyone.

The necessity of matching program goals with staff strengths brings up the question of staff development. How to prepare staff for a new program or for improvement of an existing one is a question faced by anyone in a leadership role. A second assumption that drives our behavior at Washington High is that attitude and belief about a teacher's role is more important than academic preparation. Training members of a staff involved in an At-Risk program in the "hows" of the program will be a waste of time if those staff members do not believe in the "whys." To be a successful teacher, one must hold the belief that a teacher, whenever teaching, impacts kids in some way. It follows that staff development efforts must work to first instill such a belief before moving into the structure of the program. Dr. Will Roy of the University of Wisconsin-Milwaukee tells the story of being confronted after a presentation by a teacher who questioned whether he expected teachers to be psychologists 50% of the time. He answered he would never ask a teacher to be a psychologist 50% of the time. 95% of the time he would ask, but never 50%. Convincing staff involved in an At-Risk program of the necessity of such psychological awareness provides an excellent goal for a staff development program.

Finally, much has been written about the differences between leadership and management. Presently, leadership carries a more positive connotation than does management. In the evaluation of administrators in our district, leadership functions carry more emphasis than do management functions. Yet, alluding again to the various innovations noted above, a strong leader no doubt instituted these innovations, but poor management caused them to fail. True leadership of an At-Risk program is knowing when to lead and when to manage, thus insuring that the At-Risk program created does not go the direction of so many endeavors in our profession which were adopted with much fanfare, but are referred to today only when the discussion contains the words "remember when...?"

Getting Out Of Out-Of-Control

Jessica M. Gurvit

A high school football player is struck and killed by lightening. Four teenage girls are killed in a freak auto accident. A junior high school student is killed crossing the street to his bus by a hit and run driver. A principal is killed in a shooting spree. It no longer is a question of if, but when an incident occurs at your school, will you have a plan or will you have to improvise on the spot?

A seven year old child is murdered and her principal says that the surviving children attending the school are not affected by the loss. We know however that nothing is farther from the truth.

The death of a teacher or classmate has a ripple effect that spreads throughout the entire school. Children are confused, frightened and angered when a teacher or classmate dies. It is

our responsibility to provide a framework for children to follow, where they can express and resolve their grief. They need our honest explanations and they need opportunities to acknowledge and mourn the loss.

It is important that educators put aside their usual agenda and provide an atmosphere where students can talk to and comfort one another, sharing their grief and translating their stirred up emotions into some positive action.

In addition to equipping school systems with a plan to deal with tragedy, Children & Grief: Living With Loss is an award winning program that has proven to be an effective way of reducing school absenteeism, anti-social behavior, substance abuse, and suicide by helping kids understand and accept their anger, guilt, shock, depression and fear from losses in their lives. Children in pain cannot "just say no," it isn't that easy. Without help, they choose to numb the pain away with drugs and alcohol, kill the pain away with suicide and violence, escape the pain by dropping out physically and emotionally. As educators you must agree that to open the door to learning we must address emotional pain. When problems are overwhelming, learning ceases.

Rhyme, Rhythm and Reading -- A Retention Program For At-Risk Students

Wynton H. Hadley & Richard T. Hadley

This workshop was designed to present strategies and resources for enhancing the self-esteem and reading performance of students who are at-risk for academic failure. The ultimate purpose of this workshop was to share selected poetry, music and reading comprehension strategies for at-risk students.

A review of recent literature indicates that at-risk students do not perform well in traditional classroom settings (Zeluff, 1988). While ability to read and think critically is the basis of education, increasing numbers of at-risk students lack these skills. Modifications of textbook selections have been beneficial to students with reading and learning problems. Poetry and music can be used to improve reading comprehension.

Factors Related to At-Risk Students

The presentation began with a description of factors related to at-risk students: School performance at least two or more years below grade level; CAT scores below the 25th percentile; academic failure, truancy; substance abuse, delinquency, low self esteem, learning disabilities; physical or mental health problems; physical or sexual abuse; pregnancy; negative parental attitudes toward school, low parental educational achievement; unchallenged giftedness and unstable home environment/family trauma (Higgins, 1988). The workshop participants ranked significant factors of at-risk performance. Their rankings were compared to previously ranked factors identified by teachers and counselors in North Carolina.

Project MAP Retention Program For At-Risk Students

A description of Project MAP which included a model for identifying, monitoring, counseling and tutoring at-risk post-secondary students was presented. The objectives of Project MAP - Monitoring Academic Progress of Students - are to provide opportunities for improving the overall grade point average of students; to monitor classroom performance of students; to provide mandatory counseling sessions; to provide tutoring in reading, mathematics and other disciplines; and to provide study skills workshops for the students. After

students are identified, profiles are developed. Each profile includes the following: GPA's; standardized test scores, sex race classification and essay test scores. Each students is given a class progress reporting form that is signed by each instructor, every three weeks. Students are required to attend a pre-scheduled one hour weekly counseling session with a school counselor. Remedial and developmental activities are designed to meet individual needs of students. Tri - monthly study skills workshops on locational and organizational skills are conducted. Contractual agreements are made with each participant to verify program participation and commitment.

A modification of Project MAP was piloted with thirty students in middle grades classroom. The workshops included the use of music, poetry, and reading selections to enhance self concept and reading achievement.

Music for At-Risk Students

Music is an integral part of the lives and experiences of at-risk students. It serves as a means for group participation and self expression. The musical selections provide opportunities for social, physical, emotional and cultural development of at-risk students.

Musical selections to enhance positive self concept and positive relationships included "The Greatest Love," "Join the Game," "We're All Together Again," "Michael Row the Boat A Shore" and "Lean On Me." Participants were given opportunities to work collaboratively in writing songs.

The music and reading comprehension passages were selected to encourage students to think positively about themselves and others. Workshop activities included reading and interpreting quotations that reflect students' personalities, creating a personal coat of arms that depicts salient aspects and contributions of their families; and poetry writing.

Poetry For At-Risk Students

A demonstration of concrete poetry - poetry designed in the shape of an object - was presented. The shapes included ice cream cones, fruits, footballs and animals. Other poetical forms included poster poetry, shaped couplets, triplets, quatrains, and parodies of Mother Goose Rhymes. Participants wrote original poetry.

Reading and Listening Activities For At-Risk Students

The comprehension reading passages varied in readability and format to improve understanding. Among the reading activities presented were Steps to Comprehension, The Main Idea Wheel, modified cloze passages and mapping. The comprehension passages are selected to develop each level of reading comprehension: literal, interpretive and critical. The reading selections were used for writing paragraphs. Participants were introduced to group writing activities that included Peer Writing and Writing Roulette. In Writing Roulette, one participant identified the problem in Writing; another writer suggested ways for solving the problem and a third writer concluded by solving the problem. This cooperative approach encourages persons who may be reluctant to express their ideas in writing.

Listening comprehension activities were demonstrated to encourage the use of listening skills to improve comprehension. Participants listened to paragraphs that were read orally and they identified the topic sentences and main ideas based on general and specific details.

Project MAP with its modifications, is an effective program for at-risk students. Components of the project may be used in grades one through twelve.

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Project Rebound: Effective Intervention For Rural Elementary At-Risk Students

Benny Lile, Glyna Lile & Byron Jeffries

In the spring of 1989 North Metcalfe Elementary School, Edmonton, Kentucky, was faced with retaining fifteen students in grades five through eight and over twenty five students school wide. The fact that North Metcalfe has an enrollment of approximately 260 students K-8 helps to bring this into a cleaner perspective. Add to this the fact that over 31 percent of the student body had been retained in one or more grades and a recent graduating eighth grade already had a dropout rate nearing 30 percent; it was realized something had to be done. At this time the school applied for a dropout prevention grant from the National Foundation for the Improvement of Education which receives funding from the Sears Company.

The $3,700 grant was funded in June 1988 and a summer school was started in July. The school targeted students who had been retained the previous year or who had previously exhibited at-risk behaviors. As incentive for these students to attend they were offered the opportunity to advance on to their regular grade level if the summer session was completed satisfactorily. Of the thirteen students who attended, eleven were able to go on to their regular grade.

Administrators have the responsibility to ensure every student in the school be offered opportunities to excel. Although programs such as this require extra effort, everyone involved with these students owes it to them to see they have the chance to go on and lead a full productive life.

MIDDLE SCHOOL PERSPECTIVE

Working with at-risk students at the middle grade level can often be a frustrating experience. The students are already exhibiting at-risk behaviors but the feeling is there is still time to help them. These students, although they may have experienced failure and frustrations earlier, are just beginning to realize their inferior achievement. Many times this finds them unaware of how to deal with the fact they have fallen so far behind their peers. As a result, academic, social and personal skills often begin to get neglected at a most critical time.

"Project Rebound" used a six week summer school in an attempt to assist these students and has since implemented follow-up programs. The four and one-half hour summer school day consisted of basic instruction in reading, math, writing, and study skills. A minimum of thirty minutes was taken each day for discussion on whatever the students wanted to talk about. Many at-risk students do not have anyone available to, or perhaps capable of having a conversation with them. This was one of the most enjoyable parts of the day for the students. The rest of the time was spent on computer-assisted instruction in areas where students felt they needed the most help. Throughout the summer school self-improvement techniques were incorporated during the entire day.

Since school has resumed, the Project Rebound students have become involved with a peer tutoring program for other at-risk students throughout the school. This is proving to be a most effective practice.

While we still face some struggles with these students, great progress has been exhibited since last year. We have seen them become more responsible for themselves and school, and more concerned for others. At-risk middle grade students are a challenge, but a challenge that should be met and can be conquered.

PRIMARY GRADES PERSPECTIVE

Primary students are very aware when they are not progressing as they should. They may not exhibit the frustrations older students do but the seeds for lower self-esteem are being sown. It was our desire that the summer school experience give these students a positive self-concept.

Instruction was organized in such a way that each child was successful every day. The instruction was concentrated on reading, spelling, math, and handwriting skills. A variety of instructional approaches were used including: teacher direct instruction, taped instruction, films with tapes, and computer assisted instruction. Every effort was made to have presentation and material different from what they were accustomed to during the regular school year.

In addition to the possibility of going on to the next grade level as an incentive the students has special field trips and fun activities. These incentives were very appealing to the younger children.

The follow-up student tutoring program is proving to be the most exciting part of our "Project Rebound" effort. This is giving so many primary students one-on-one attentions, providing them with academic growth, social growth, and personal value.

We can identify the at-risk child at an early age. We can and must strive to offer these children an alternative to failure.

St. Clair County (Illinois) At-Risk Student Program

Rosella J. Wamser

Our students come from a very diverse socioeconomic background. East St. Louis is listed as the fifth poorest community in the United States with less than $6,000 annual family income. The Scott Air Force base population presents the challenge of mobility and a wide range of student backgrounds. There is a large section of rural poor because of coal mine closings over the past ten years. Then on the other end of the spectrum is a section of fairly affluent families that work in the St. Louis Metropolitan area.

Program Explanation

To serve the At-Risk population a variety of programs have been developed, and continue to evolve. The programs run from prevention activities to direct intervention that removes the student from the traditional classroom. We will explore the various programs that have been developed and grade level where they are in use.

Elementary Level-Student Service Plan

Caseworkers are employed to work with At-Risk students, school staffs, and families. Below is the model that these caseworkers follow when a student is referred.

The caseworker, within five (5) school days, makes contact with the student, the student's parent/guardian, appropriate school personnel, and other agencies as needed. These contacts aid the caseworker in gaining information needed to form an initial assessment. Immediate remediation efforts are initiated in some cases. When appropriate, the caseworker, within ten (10) school days, convenes with school personnel to develop a Student Service Plan. Parent (s) or Guardian (s) of the student are notified and included in the plan development. The caseworker then functions as case manager in the implementation and monitoring of the Student Service Plan.

There are ten caseworkers employed for the twenty seven districts. Eight are assigned to particular districts and two serve on as needed bases throughout the county. The average case load ranges from fifty to seventy five students.

Volunteer Tutors

Retired persons, through a Senior Aides Program and Retired Teachers Association, are

used as tutors with elementary students during the school day.

High School Level

The high school programs involve some component that removes the student from traditional classes.

1. A school within a school (Cahokia High School)

This program serves thirty five freshmen at a high school of approximately 1,600 students (9-12). The students receive credit for four core subjects (English, Math, Science, and Social Studies) in this program. Three teachers use a team approach to work with these students in small groups and one-on-one instruction. The curriculum is not a remedial approach but one that stresses decision making and problem solving in covering the basic subjects. This was designed by the three teachers. The students leave this class to attend elective subjects and physical education.

To be considered for this program, the student must be socially promoted from the eighth grade or still have freshmen credits after attending two or more semesters at the high school.

2. Tutorial Assistance and Guidance Program (O'Fallon High School)

This provides a skill development class, guidance intervention, monitoring of academics and attendance, tutorial efforts, parental guidance and outside speakers. The students are identified by eighth grade instructors as potential At-Risk students.

The skills development class generates credit toward high school graduation. In this class emphasis is placed on coping skills, goal setting, and study skills.

3. Alternative High School (East St. Louis)

This is a separate site for students who have been removed from the regular high school because of discipline problems.

This program tries to get the student ready to return to his/her home high school or prepare for taking the G.E.D. exam.

4. Peer Counseling and Peer Leadership Training

These programs utilize high school students in working with peers and elementary students. Often a tutoring relationship is established that expands to a counseling role. The peer counselors receive an extensive training and have immediate access to an adult counselor for crisis cases.

Equal Educational Access For The Learning Disabled: Students At-Risk

Talmadge Frazier & Dolores Robinson

"Boppislet kabuc nit sne munfyerot...." Is this English or just meaningless gibberish? There are 217,000 illiterate adults in Florida who would not know the difference. That is something to be concerned about, even if you can read.

The statistics don't get much better. One in every five adults in Florida can't read above the fourth grade level. They are functionally illiterate. They cannot use the phone book, read directions, compose a letter, or fill out a simple application form. More than one-third of Florida adults have not completed high school. Thousands of Florida's teenagers drop out annually. To add to the problem, more than a quarter-million non-English speaking refugees have entered Florida since the 1980 census, and many of these people are illiterate.

Nationally, 23 million Americans are illiterate (a reading ability of third grade or

below). ILLITERACY MAKES US ALL LOSERS - 27 million Americans are functionally illiterate. Thousands right in your own community cannot even fill out a job application. We pay for illiteracy in many ways, including programs that treat the symptoms, but hardly ever the cause. LOST DOLLARS - $8 billion a year in lost revenues. LOST PRODUCTIVITY - American industries cannot find enough employees with basic literacy skills to fill empty positions. LOST HUMAN RIGHTS - illiteracy among Blacks and Hispanics is two and three times greater than the National average, insuring racial inequities in employment and income. LOST SAFETY - illiterate parents can't read life-saving instructions on poison labels or use the phone book to get help. And industrial accidents result when workers can't read safety instructions. 27 percent of Army enlistees can't read training manuals written at the 7th grade level. LOST FUTURES - The number of illiterate Americans is swelled by nearly one million school dropouts each year. The U.S. News & World Report forecasts that the decline in reading skills will lead in two decades to an elite literate class of no more than 30% of the population.

Florida ranks in the top 5% of the nation's school dropouts. A large percentage of these youth are classified "learning disabled." Learning disabilities were essentially unknown to most educators prior to 1965, but the term was in common use by a majority of all educators by 1975. In addition, it was regularly used and misused by local school boards, state and federal legislators, and in the general press by the middle of the 1970s.

A learning disabled child is neither mentally retarded, emotionally disturbed nor physically handicapped. The learning disabled child is a child of normal intelligence, who shows a deficit in learning, in the presence of basic sensory, intellectual and emotional integrities for learning. Furthermore, many learning disabled students have been subjected to unnecessary psychological pressures, due to the fact that they have difficulty in reading.

RISE Inc. is a non-profit organization that offers learning disabled individuals an alternative learning style "VERBALIZED EDUCATION." The program will concentrate on the structure of language, organization of thinking, and the improvement of reading, writing, and spelling skills. Opportunities will be provided for tutorial sessions and work in small groups according to individual student needs ... Readers and tape recorded textbooks will be provided.

The development of intellectual and academic skill is only one part of the thrust of this program. This program will also address both the personal and career development of the student involved. Individual and group counseling activities will be provided to assist these students in developing realistic goals and a positive self concept. Each student will be given the opportunity to explore his career interest and options.

This program fits into the public school system as a support service. We offer after school services and can cross-reference and match county school board curriculum to our verbal materials. These services are also extended to those individuals needing our services in the community (community-based).

Pregnant And Parenting Teens: A Multi-generational Dropout Prevention Model

Sandra Hansford

Teenage pregnancy and its relationship to the school dropout problem is a national problem. Unfortunately, the State of Florida leads the nation in dropout rates and Jacksonville, Florida is among those communities with the highest incidence of teen pregnancies in the nation. A citywide response to this major educational, economic and social problem is in its second year of implementation and the initial findings are positive. This paper will describe an innovative and successful model project to reduce secondary school dropout among teenage students who become pregnant and who are typically economically disadvantaged. A unique aspect of this model is that it addresses the needs of the nuclear family — not only the teen mother, but also her mother and possibly grandmother in an effort to enhance opportunities for educational achievement and an improved quality of living. The Mayor, along with his Commission on the Status of Women, is providing leadership to Jacksonville's Teen Opportunity Program for Selected Students (TOPSS) which is a "multigenerational model" that aggregates existing resources throughout the city for the purpose of keeping teen mothers in school. Four colleges and universities are each lending their particular expertise to the model: the University of North Florida provides project direction and conducts research and development activities; Jacksonville University provides (1) academic programs, (2) personal and career counseling and (3) cultural and recreational activities for the teens; Florida Community College provides continuing education activities, counseling and career programs for the underemployed or unemployed mothers and/or grandmothers of the teens; and, Edward Waters College provides a workshop series on personal, health, and career issues for both the teen and their families.

The results of the first year of the project showed that 87 percent of the thirty teens who received intervention through the project successfully progressed to the next grade or graduated compared to 58 percent of the sixty other teens from the Young Parents Programs who did not participate in the project.

The Summer Enhancement Program: At-Risk Elementary Students Learn Basic Skills Through Science

Susan Caroff

Research indicates that many at-risk students lose the gains they have made during the regular school year because they are not exposed to an intellectually stimulating environment during the summer break. In an effort to find ways to prevent such academic losses, Charleston County School District (CCSD) formed a "2001" Summer Enhancement subcommittee. This committee, which was composed of representatives from several levels of school district personnel, studied effective summer reading and math programs for at-risk elementary students and examined the specific needs of disadvantaged students in Charleston County.

As a result of their study, the Summer Enhancement subcommittee developed a pilot program for the summer of 1989. This program, the Summer Enhancement Program, was designed to enable at-risk elementary students in grades K-5 to maintain and improve their basic skills. Its curriculum, which was written by CCSD teachers, used science activities as the basis for instruction in reading, writing, and mathematics. The curriculum provided hands-on learning experiences by emphasizing the "learning-by-doing" approach.

Chapter I, EIA compensatory, and special education resource students from two elementary schools, Sanders-Clyde and Ron McNair, were eligible to participate in the pilot summer program. Class sizes were limited to approximately ten students per teacher. Two site directors, 23 teachers, six teacher assistants, and two media specialists were employed based on projected enrollment. The subcommittee developed plans to evaluate the program which included both informal and formal methods of evaluation.

Implementation

Ninety-two students at Sanders Clyde, and 103 at Ron McNair participated in the 1989 summer program. The program ran concurrently with CCSD's regular summer school program.

Teachers focused on strengthening and maintaining students' skills rather than remediating weaknesses. Each grade's activities were organized around a specific theme of study. Themes included marine life, plants and animals, the natural world, space, energy and magnetism, and conservation and preservation. Students performed experiments, took field trips, conducted research, read books, wrote stories, and solved mathematical problems and equations. They worked on the computer, visited the media center, and ate a snack every day.

The school environment celebrated achievement. Students displayed work in classrooms, halls, and the media center. Award for perfect attendance were handed out on a weekly basis. The students and staff published newsletters detailing instructional activities. Parents attended open houses and accompanied classes on field trips.

At the conclusion of the program, both schools held an awards ceremony to recognize students' successes. Students wore T-shirts decorated to reflect themes of study to the ceremonies. Many parents and several members of central staff attended these events.

Parents and students completed a survey on the program. The results of the Parent Survey indicated that most parents believed their children enjoyed the summer session and would like to attend one next year. Nearly all respondents to the Student Survey said they enjoyed the program, and most wanted to return next year. Favorite activities included field trips and computer time.

At the end of the program, teachers filled out a program questionnaire. Their responses included suggestions on ways to improve upon and expand the program. Most indicated that they would like to teach in the program again next year.

An important outcome of the summer program was that it improved student's attitudes about their own abilities to succeed in school. This was evident in the pride students showed toward their work and their willingness to attend school regularly during the summer.

A complete evaluation of the program will be completed in June of 1990. The 1989 Summer Enhancement Program students' test results in the spring of 1990 will be compared to their 1989 test scored as a part of the evaluation process. Teachers of Summer Enhancement Program students will complete surveys at the end of the second nine weeks which will provide CCSD with preliminary data regarding the current progress of the Summer Enhancement Program students.

The funding sources for the 1989 Summer Enhancement program were Chapter I, EIA compensatory, and special education programs.

An Investigation Of The Effects Of A Systematic Behavior Modification Program On The Verbal Interaction Of Classroom Teachers And Its Relationship To Teachers'/Students' Self-Concept

Jerry Dale Jones

The purpose of this study was to determine if a ten week (30 hour) systematic behavior modification program for classroom teachers had an effect on the verbal interaction of these classroom teachers. A second part of this study sought to determine if this verbal change had an effect on the self-concept of the teachers' students. A graduate level, 3 credit hour course was offered to Pulaski County, Virginia classroom teachers, and was based on the Robert Carkhuff model of communications.

Ten teachers chosen at random from the class of 40 were selected for the experimental teachers. Ten teachers within the county not enrolled in the class were chosen at random for control teachers. Ten students were also chosen at random (five boys and five girls) from each of these experimental and control teachers. The instruments used to collect the data were the Flanders Interaction Analysis System for the teachers; and the Piers-Harris Self Concept Scale, "How I Feel About Myself," was administered to the experimental and control teachers' students.

Pre-post-data gathering procedures were used based on a 20 week time interval. The data were analyzed on the Flanders using a univariate analysis of covariance. Seven of the null hypotheses out of the 12 were rejected at the .10 level of significance. The data were analyzed on the Piers-Harris Scale using a univariate analysis of covariance on the six subscales. Five of the null hypotheses were rejected out of the six at the .10 level of significance.

On the basis of the results of this study, it is concluded that a significant change in verbal interaction between teachers and students was evident for the experimental teaching group when compared with control teaching group. The experimental teachers:

1) used more acceptance of student ideas,

2) were more indirect in their overall interaction pattern,

3) were more indirect in their use of motivating and controlling behavior,

4) used more extended indirect influence, and

5) used less extended direct influence.

The results showed that in the subscales of (I) Behavior; (II) Intellectual and School Status; (III) Physical Appearance; (IV) Anxiety; and (V) Happiness and Satisfaction; the students of the experimental teachers had more positive self-concept gains as compared with the control teachers. This finding supports the claim that a program in human relations training for teachers is a factor in increasing self-concept of students. Also, it indicated that this class was successfully implemented and achieved some positive results.

Glenbard East High School At-Risk Program

Donald Kersemeier, Douglas Locke and Greg Marthaler

Glenbard East is a typical middle class suburban Chicago high school with an enrollment of nearly 2,000 students. In 1984, the general perception of administration and staff was that the great majority of students were being served by the basics, regular, and honors courses offered in the respective "academic" departments. The few students who were experiencing difficulty in any of these three levels of the curriculum would be identified and remediated by the resources of the Pupil Personnel Services (PPS) team consisting of the assistant principal for student services, social worker, psychologist, special education consultant, department chairman of both special education and guidance, and the school nurse. This team reviews the difficulties and backgrounds of students referred by staff members because they are deemed academically "at risk."

In January of 1985, a review of the first semester grades revealed that the system was not working as effectively as we had believed. Ninety-five (95) students of the 1984/85 freshman class had received two or more failing grades at the semester grading period. Up to that time few of these students had been brought to the PPS team. This meant that the majority of these students would not get any formal attention until the second semester and would already be caught in a continuing downward spiral of school failure. Seventeen (17) of these ninety-five (95) students were in fact later screened by PPS and were found eligible for special education services. We still had strong concerns about the other seventy-eight (78) freshmen.

In February, 1985, two goals were set by the Glenbard East administration:

1. Increase options for "at risk" students other than special education as a support toward graduation;

2. Design a program that would provide academic and emotional support beginning on the first day of school for entering "at risk" freshmen.

To achieve these goals, Study Skills as a program was developed by a Study Skills Committee composed of the assistant principal for instruction, the assistant principal for student services, the special education consultant, the school social worker and the school psychologist. This committee determined that Study Skills would need the following components in order to help "at risk" youth to be successful:

1. Pre-identification of students at the junior high school level.

2. Voluntary student enrollment in a class that meets daily for credit.

3. Formal instruction in study skills, organization skills, and content tutoring provided by a certified classroom instructor.

4. Regular group counseling conducted by a trained social worker.

5. Monitoring of student performance in collaboration with other faculty.

6. Consultation with each student's teachers to modify curriculum and instruction as appropriate.

7. Follow-up of student progress by means of individual and small group counseling as needed subsequent to completion of the program.

Implementation of these components was achieved using Chapter 1 funds, district funds, and existing personnel. An English teacher with a strong reading background was hired to be the Study Skills instructor. Over the summer, this instructor and the special education consultant began implementing the program involving other professionals as needed. This effort included meeting with all 8th grade counselors at

both feeder schools, working with the high school guidance staff on scheduling difficulties, developing a written program description, and assembling a student profile of a study skills candidate. Necessary materials and supplies were also secured with Chapter One funds.

The 1985/86 school year began with 4 sections of Study Skills serving 50 students. Five years later six (6) sections of Study Skills are in place. In the four years of the program's existence over 300 students have participated in Study Skills.

In assessing the program we are encouraged by the following:

1. Seventy-six percent (76%) of the initial group of Study Skills students graduated on time. Another nine percent (9%) are in their fifth year and are expected to graduate.

2. Study Skills students passed eighty-two percent (82%) of their classes during the time they participated in the program.

3. Study Skills students earned an average of 4.5 credits per year which was higher than the all-school average.

4. The number of students requiring special education was reduced by twenty-six percent (26%)

Without question, the program has achieved the two established goals:

1. Academic and emotional support have been provided for students, enabling them to successfully pass their courses and graduate from high school. The grades, credits, earned, and graduation rate of a control group consisting of similarly identified students who elected not to enroll in the Study Skills course were significantly lower.

2. The Study Skills program has provided an option for "at risk" students thereby reducing the need for special education services for those students.

After five years experience we believe the success of our Study Skills program warrants its consideration as a low-cost, workable intervention for secondary schools seeking an integrated approach for at risk students.

Section Three

Changing the System

As is the case with most educational problems, children do not become "at-risk" in a vacuum. It is a systematic problem, and as such demands a systematic solution. Confronting the conditions that place our students at-risk of failure requires not only the creative use of a variety of resources but the integration and coordination of those resources. That the child who is heading inevitably for academic failure is bound to suffer setbacks far beyond those in the school setting is obvious and unfortunate. Now, though, we are finally becoming aware of the serious consequences each child's failure has for our community, nation, and culture in general. In that realization, however, may lie the at-risk child's greatest hope.

Educators have always been concerned with the failure of their students, but to great extent, those failures often had little to do with what happened during school hours. As Daniel Martin writes later in this chapter:

> "We (in public education) try to manage the problem and then we try to give ourselves. We try and instill the joy of learning, the desire to mature....We try to be surrogate families, but we are not. The students go home. And the at-risk statistics keep going up." (p. 69).

The school's responsibility for the at-risk problem is limited, as are the resources for dealing with it. All those impacted by this crises -- parents, students, businesses, community -- must contribute and coordinate their resources in an effort to combat those factors which place our children at-risk.

In this section, the authors focus on cooperative, systematic efforts to change and make better. Nearly every suggestion provided here is based on an "in-operation" program that has met with some degree of success. The resources used often are innovative and stretch beyond the limits of the traditional school setting, such as the residential, comprehensive training program for rural Alaskan eskimos described by R. W. McFarland or Redford Union High's cooperative venture with the U.S. Army aimed at at-risk junior high students in the article by Schranke. As some of the contributors point out, however, many of the resources for tackling the at-risk problem are already in the schools; they just need to be redesigned or used more effectively. Both Coleman and Blumenthal emphasize the importance of bibliographic instruction and urge a greater role for the school librarian in at-risk intervention. Davis and Haney suggest that we rethink how we presently use Chapter I programs and consider some changes since the existing system is found to be lacking.

Most importantly, perhaps, each of the contributions in this section helps to redefine our definition of the current problem. There is no typical at-risk child or school. We are shown programs that confront the problem from the primary to the post-secondary level. There are rural schools, urban schools and private schools. The problems are shown as coming from the home, the school, and, as Martin contends in his article, even the media. Likewise the solutions provided are equally as diverse. As educators this diversity of problems and solutions can easily overwhelm us and lead to a sense of frustration or even hopelessness. Perhaps hopefulness is more appropriate though. Finally, a broader public is becoming aware of the complex nature of the educational process and the problems with which it must deal and maybe with that awareness will come more complex, well-planned, and thoughtful solutions.

Academic Success for Students 'At-Risk'

Caroline Blumenthal, Gerald V. Holmes a& Linda Pound

Many school children today do not currently have the academic skills or self assurances that are required and expected for success. It is the combined responsibility of parents, teachers, and the school system to provide vehicles for students to learn. The library/media center is the very heart of the educational experience. Therefore, it is essential that every student feel welcomed and comfortable in the library as well as know how to use this valuable resource center. The faculty of the Pullen Library at Georgia State University developed an orientation program. The program was developed for "high risk" students at the post secondary level; however it can easily be adapted to all library/media centers regardless of the age of the student.

Since academic success largely depends on learning old and new skills connected with information, it is essential that all students know how to access information from the library. Therefore, library skills instruction needs to be part of the educational experience for each student. Integrating the curriculum and library skills reinforces basic cataloging terms/subject headings, etc. - the tools of critical thinking. Practicing and learning these skills teaches the inter-relationships between disciplines and their general organization. Simultaneously, these skills prepare for living effectively in the real world.

Basically bibliographic instruction seeks to teach students what sources to use, how to use them, and how to find them. It attempts to move students towards independent research that involves using selective powers, doing critical thinking, and helping to develop creative thinking processes. The tasks of interrelating information, ideas and concepts, and understanding informational organization are all part of the new learning students engage in. All of these and more are goals of education in general and of bibliographic instruction in particular.

Learning how to access information independently strengthens the self-esteem and confidence of at-risk students in pursuing their studies and continuing to learn. Each new discovery motivates students through experiencing some success. Therefore, students benefit greatly by their introduction to library usage. The absence of skills, including library skills, tends to make the student feel inadequate in the academic environment, thus affecting his/her self-esteem and ultimately academic performance. Acquisition of skills can create a feeling of comfort in a learning environment and stimulate their latent, natural interests and motivations. Many "at-risk" students are vulnerable because they do not have the assurance lent by academic success; therefore, their blossoming depends upon a supportive, warm, confidence-building environment. A hospitable introduction to a new situation is extremely important. Warm responses to such students invite their trust and enhance effective communication.

This paper seeks to explore techniques and methods of enhancing the probability of academic success of "at-risk" students through library intervention. What follows is a discussion of: enlisting the cooperation of teachers in bibliographic instruction, inviting active teacher participation in order to strengthen student interest and involvement, establishing small group interaction among teachers-librarians, developing hands-on experiences with computerized services that can directly instill confidence through immediate response from the electronic medium, and creating simple library skills tasks

with built-in success to reinforce leanings and confidence and enlarge the students' perspectives. Many other techniques abound requiring only the exchange of ideas at such a conference as this one.

Since our society is based upon the model of an educated citizen who believes in individual rights and community participation, an effective educational process is mandatory. We cannot afford to lose any potential students. An informed, literate citizen is a contributing member of our society - a personal investment - and we cannot afford to lose any students if we want to perpetuate and improve our society.

School Based Strategies for Dealing With At-Risk Students

Mark H. Fraukel & Doris N. Ennis

Realizing that schools today are faced with enormous challenges to meet the needs of at-risk students, this outline focuses on key strategies for maximizing school resources for success.

These strategies include:

Staffing

- Staffing minority and nonminority balance
- Placement
- Staffing allocation
- Structure

Curriculum, Development and Design

- Diagnosis (informal and formal data)
- Placement
- Assessment
- Interdisciplinary approaches
- Teacher training

Counseling

- Assessing needs
- Performance contracting
- Daily attendance monitoring
- Advisor/advisee approaches
- Incentives for students and teachers

Instruction/Staff Development

- Effective theory into practice
- Learning Styles
- Inservice
- Prescriptive Learning
- Mentoring

Student Recognition

- Classroom and school-wide strategies
- Internal and external communications

Communication

- Proactive style
- "Key community communicators" grapevine
- Volunteer programs
- Student leadership programs
- Community service projects

Curricular Change: One Solution For 'At-Risk' Rural Students

James V. Parker

The AT-RISK school is not a new phenomena. This is a school that is responsible for producing "at-risk" children, and it is easily identified by observable characteristics that frequently appear in discussions regarding "at-risk" children. This article relates a curricular change approach to the institutional problems that faced a small, rural school district. Those curricular adjustments brought about meaningful academic improvement while minimizing the local conditions that contributed to a pervasive "at-risk" environment.

A confluence of critical issues brought great pressure on the legislative assembly of South Carolina during the first half of the 1980s. National educational reports repeatedly cited South Carolina as one of the states having the least success in academics. State teachers clamored for substantial pay raises that would eventually equate with the southeastern pay scale for teachers; moreover, the governor of South Carolina, the Honorable Richard Riley, assumed a leadership role in presenting these needs to the legislature.

As a result of the combined efforts of legislators, educators, and the citizenry the Educational Improvement Act of 1984 was approved, and the vehicle for dramatic and comprehensive educational reform was provided. Such reform provided local school districts with additional funding for this academic reform, and several incentive programs were created for teachers, schools, and principals.

Not only was funding provided but an attempt was made to create a diagnostic rating scale for total school performance for all schools. This rating was entitled, "The Quality Assessment Report." Ratings varied with such terms or descriptors as probation, warned, advised, and impaired. Any school or district reported as being "impaired" immediately became the target of scrutiny from the state department of education.

The following information relates the effects of curricular adjustments in an "impaired" or "at-risk" school in rural South Carolina. The school and district's names have been omitted.

A CASE STUDY

The Community

The communities surrounding the school were primarily agrarian until the decade of the 1970s, at which time a rapid expansion of nearby service industry facilities increased the daily itinerant population tenfold. This increase of itinerant populations increased the revenues coming into the community. As the motel industry expanded another industry moved into the area — food distribution warehouses with the warehouses being located very near to major interstate junctions. However, there was no adequately trained workforce to be found in the community, and the schools were not prepared to meet the demands of "coming of age". The population was basically acclimated to the rapidly disappearing agrarian society until the mid-1980s at which time the schools began to respond to the urgent employment needs of the community.

With the exception of the motel industry which does not increase community population of permanent nature and with the warehouse center with few required year-round residents, the population of the community has remained relatively stable for the past ten years,

but one area of growth has occurred within the retirement communities that have been constructed within the last decade. This has increased the community population somewhat, but the increase is not in citizens of child-bearing age. Thus, the population remained relatively static.

Characteristics for Identification of AT-RISK Outcomes

Physical Plant

1. High school did not meet state safety standards.

2. High school did not meet health standards.

Instructional

1. No recreational summer program provided by district at high school facility.

2. Average SAT combined score was less than 600.

3. Approximately 10 percent of the graduating class attended post-secondary training, including military training. (Average graduation of 30 seniors).

4. District reading score (NP) on the CTBS for the 9th grade was at the 28%tile.

5. No college preparatory courses were offered at the high school.

6. High school failed to be fully accredited by the state department of education for preceding thirteen years.

7. No academic scholarships were awarded by any college or university.

8. Uncertified teachers taught a majority of the 8th grade math students.

9. One-third of the teachers were required to teach out-of-field for a portion of their day.

10. Average publication date of library books was 1954.

11. No video communication available in school.

Students

1. Students persistently scored as a group in the bottom quartile on all state testing with the exception of spelling.

2. Students maintained a dropout rate in excess of 25 percent.

3. Students sought post-graduation employment as day laborers on local farms.

4. Students' success in athletic programs was minimal. No athletic scholarships provided due to poor SAT performance and basic entrance requirements could not be met.

Faculty

1. Three out of twenty-four teachers lived in the district.

2. Teachers salaries were the lowest in the state.

3. No local supplements were provided by the school board.

4. Staff attendance averaged 91 percent annually.

5. Professional advancement within the ranks was non-existent.

Agents of Change

1. The South Carolina Department of Education, operating under the new Education Improvement Act of 1984, declared the high school to be "impaired."

2. The SDE set a deadline for the closing of the high school - (February 1988).

3. The EIA provided mandated immediate remediation for the entire district in terms of funds and scrutiny.

4. The faculty was instrumental in the building layout for the needs of their classes.

" Making Changes" or "A Turn for the Better"

The First Step

Our first approach attempted to utilize the school board as the champion for our effort. A rather lengthy, short and long range plan was prepared by the teachers and principal and presented to the board. This was the same board that had created the negative environment by refusing to act prior to the mandate by the SDE. The board gave the plan a cursory review, related their commitment to the same goals, and voted to reject the recommendations.

Portions of the plan included financial support for the purpose of receiving accreditation from the Southern Association of College and Schools, raising the average publication date of library books by twenty (20) years (the average date in 1987 was 1954), and hiring certified teachers for all teaching positions. The plan included pay incentives in the future and the creation of a comprehensive staff development program.

Having no success with the school board our next approach was to dissect the improvement plan and seek assistance according to priority as we determined the need. The primary needs determined to be most critical were: (1) create a college preparatory program in math, language arts, science, and social studies beginning at the 10th grade level; (2) upgrade the library; (3) supply the math department with adequate materials, including manipulatives; (4) create a recognition and awards program for the students and teachers.

Conclusions

When attempting to make positive measurable change in an "at-risk" environment, it is absolutely necessary to modify the environment so that it will be more conducive to the direction you want the school to go. Secondly, the organization of a real team of teachers and administrators who believe they can make a different is essential.

Careful scrutiny of student performance, matched with a clearly structured environment, can provide the basis from which to make instructional decisions that will address your targeted needs.

It is just as important to intentionally downplay all of the negative aspects of the traditional environment. In other words do not dwell on the negative aspects of the past. You know what they were; the students know what they were. Your challenge is to create your own educational structure or "culture" as Terrence Deal would say. Deviate from the traditional, unsuccessful tradition of the past and create a new culture that embodies your ideas and expectations.

> "If we take people as they are, we make them worse. If we treat them as if they were what they ought to be, we help them to become what they are capable of becoming."
>
> *--Goethe*

A Survival Course for the 90's: Helping At-Risk Students Meet Deficiencies in College Prep. Classes

James A. Fisher & Rene Y. Carrie

Morgan County Primary School (MCPS), in partnership with the Program for School Improvement (PSI), restructured how it makes decisions about curriculum and instruction. Under this new structure, improving services to students at risk has been targeted as an area the school wants to address. At the end of the first year, the climate of the school improved significantly. Also, the percentage of students scoring in the bottom 25 percentile on standardized achievement scores declined.

The premise for the new model is that teachers should have a strong voice in decisions about curriculum and instruction. Teachers, as the professionals with direct contact with students, are in the best position to identify and implement initiatives that will benefit students. MCPS has put in place a school-wide instructional team (SIT), consisting of 16 teachers and the principal, that is responsible for identifying, planning, implementing, and evaluating initiatives to improve their work with all students in general, and students at risk in particular.

The main thrust of the article is to describe the new governance structure of Morgan County Primary School and the initiatives it has developed to reduce the risk of student failure.

Each grade level at MCPS has been divided into planning teams of three to four teachers. Team members have been provided a shared planning time during the school day to address instruction grouping, curriculum/instructional planning, peer support/coaching, and communication with parents. Planning teams have elected a representative to the School-Wide Instructional Team which provides overall coordination for identifying and implementing initiatives.

This structure has allowed teachers to be more innovative in their efforts to work with all students and especially students at risk. Initiatives produced to date include:

1. Read to a Grandparent Program was established to provide more opportunities for students at risk to read.
2. Language Enriched Kindergarten Classroom were implemented to address the needs of language-delayed students. This program incorporates parents, the speech-language pathologist, the school psychologist, the school counselor, teachers, and the principal to provide multiple language experiences for a special group of at risk students.
3. Home Intervention Program was implemented. Teachers make home visits to provide parents with activities they can do with their children at home.
4. IBM Writing to Read was implemented to utilize computers with students at risk.
5. Kumon Math was adopted to improve computational skills of students at risk.

The SIT is constantly evaluating and implementing new practices. In that this type of action research is an ongoing enterprise, it is anticipated, by February, there will be other initiatives to report.

Areas covered in this article include: (a) how the new governance system was implemented, (b) how the system functions, (c) initiatives that have come out of the new system that benefit students at risk, (d) the role of the principal, (e) the role of teachers, and (f) the role of PSI.

Working for improvements with students at risk must involve the efforts of all professionals at the school level. The solutions will differ from school to school. There is no packaged program that will solve the problems of students at risk, but teachers and principals, working together as professionals, holds much promise.

Creative Writing to Enhance Learning and Self-Esteem

Marvella D. Dorman

The children of today are living in a society where the demands for literacy are increasingly high. There is an awareness that amazing achievements are being accomplished by the strong, but left behind are a group of "losers" engulfed in failure, alienation, delinquency, lost dreams, and very low self-esteem. Teachers must look for and implement successful methods of teaching in order to meet the needs of their students and enhance their ability to become successful learners.

Self-esteem is the way a person feels about himself. It is his over-all judgment of himself—how much he likes his particular person. Self-esteem comes from the quality of relationships that exist between a person and those who play a significant role in his life. It is not related to social class, family, education, parent's occupation or wealth. It is a feeling of self-worth, a sense of self-respect. (Ideas for building self-esteem were presented. Relevant books were displayed.)

The interrelationship between reading and writing has seemed particularly significant for those students who seem to have an "at risk" factor in their lives. Research has shown in the past few years that students involved in a reading/writing classroom exhibit more knowledge of the skills related to the language arts curriculum than students in a traditional classroom. Because of their input into their learning, they are gaining a feeling of self-worth. Skills are being learned during mini lessons and during the editing process of the personal involvement of the students. (A slide presentation of a reading/writing classroom revealed the enthusiasm and interest of the students.)

Many books and journal articles have been written during the past few years that have helped teachers develop writing programs in their classrooms. Donald Graves, Lucy McCormick Calkins, Marie Clay, Andrea Butler, Jan Turbill and Jerome Harste have written excellent books concerning creative writing. The writing process of Lucy McCormick Calkins and the author's cycle of Dr. Jerome Harste have influenced the process used in my classroom. My own booklet, "Seven Magic Steps to Creative Writing," discusses the combination of steps recommended for a reading/writing classroom. First, the teacher must have the desire to create a reading/writing classroom. The next step is rehearsal for writing which is done in various ways depending on the age of the students. After rehearsal, drafting takes place. Students are encouraged to use critical thinking skills as they write their drafts using invented spelling when necessary in order to let their thoughts flow without interruption. After the initial writing of the draft, students revise, add on, and edit their own writing. Peer editing is also encouraged because students learn from each other. Student-teacher editing refines the writing by correcting punctuation, spelling, capital letters, and other errors. After the final editing, publishing takes place. Publishing can be done in many interesting ways. The students enjoy sharing their books with other members of their class, teachers, the principal, and others. The students develop a feeling of ownership concerning their writing no matter how good or

immature because it is a personal accomplishment. Evaluation should be ongoing in order to meet the needs of the students. After being involved in a writing workshop, it soon becomes evident that the students have a greater feeling of self-worth. (A display of student's published stories revealed many interesting ways to publish children's books. Chart stories, stories to teach skills, and a list of ideas were shared with the conference participants.)

It is important for teachers to realize that many risks and problems affecting children are interwined, and that many of the symptoms that appear in older children have their roots develop in early childhood. Haveman, Wolfe, Finnie, and Wolff write in The Vulnerable (Urban Institute Press, 1988): "Children's well-being has important life-cycle consequences. The productivity and attainments of adults rest on their well-being as children and on the investments their parents—and society generally—have made in them during their formative years."

Reforming and Changing Educational Delivery Systems

Beverly Irby Davis & Elaine M. Haney

During the 1988 and 1989 spring evaluations of our excess cost Chapter I classes, the decision was made to restructure not only the Chapter Program for at-risk youth, but also the other special programs. The premise for restructuring was based on lower achievement scores, parent and teacher expectations, lowered self-esteem, and FINANCIAL considerations. (The then current model for providing for the Chapter students alone could not continue to be funded without providing a large portion of the funds through the local budget as opposed to the use of federal funds.)

By changing the delivery system, the district would not only save money (or redirect money), but would provide better on-site supervision and coordination of services for its targeted at-risk population. The newly developed program is research based and is functional. The curriculum has been changed and test scores have improved. Better morale and better classroom instruction have also been observed.

Structure of the program:

The lowest scoring eleven students eligible for Chapter I receive Direct Instruction at each grade level (the teaching methodology) through pull-out classes in reading and/or math. This is a highly structured program that requires frequent teacher-pupil interaction in which all students actively participate. Emphasis is placed on modeling correct responses by the teacher, sufficient student practice to criterion, and distributive review. The reading curriculum was implemented during the 1988-89 school year, and our local scores improved significantly. No Improvement Plan was required by the federal authorities. Corrective math has also been implemented this school year.

Each campus has a learning lab, a content mastery center. Additionally identified at-risk students (compensatory, Chapter I, and mainstreamed special education students) remain in the regular classroom throughout the guided instruction part of the lesson cycle. If they are having difficulty at that point, they may go to the learning lab for additional instruction and modifications. The methods and techniques used to present and assess information in the regular classroom can be modified to accommodate the students' particular deficit areas without altering the curriculum content of the regular classroom. By thus compensating for the

student's handicap, he is provided with an equal opportunity to succeed in the mainstream.

Each campus has a consulting teacher who assumes the major responsibility for integrating the student with learning disabilities into the regular class. This teacher confers with the regular teacher, informing him of the incoming student's particular strengths and weaknesses. These two teachers then review the demands of that particular class and determine specific accommodations that will compensate for the student's deficits. Two aides are also available for assistance in a consulting or content mastery situation.

Instructional Components:

Appropriate methods for instruction and learning styles are provided through the following: Direct Instruction, Learning Styles Inventories, textbook modifications, cassette tape of texts, study skills, calculators and manipulatives, alternative test techniques or formats, tutorials, etc. Instructional materials are restructured to make content more meaningful for students. In addition, a Write-to-Read Lab is being implemented under the at-risk program. It is a preventive program for all kindergarten students and a remedial program for all first grade at-risk students. A student management system is being implemented in reading -MMICRO. In addition, a locally developed Intervention System (Texas Education Agency recognized as an exemplary program, 1988-89) aids teachers in developing intervention strategies prior to a referral to special education.

Funding Component:

The shared funding approach to this total program is one of the major innovations. The personnel for this program are paid with shared resources: federal Chapter I funds, state categorical special education funds, state compensatory funds, and local funds. Due to this approach, more students are served and the local budget in this area actually was reduced.

Counseling, Supervision, and Parental Involvement Component:

In addition to the consulting teachers and aides, the district also employs an At-Risk Counselor, Parent Facilitator, and Special Programs Coordinator. This is in addition to a Special Education Director, Supervisor, and School Psychologist.

The counselor spends half his time with elementary Pre-K (also preventative program) - 2 and the other half with counseling activities for the district at-risk students. He assists the parent facilitator and may make home visits with her. He assists with an at-risk group at the Junior High and at the High School.

The district is developing more parental involvement through this program and through the Director of Public Information. The parent facilitator conferences with parents either at school or in the home. She provides training for parents to assist students with homework and offers any other assistance deemed necessary. She works with teachers and includes them whenever possible when conferences are scheduled for school. She plans PTA programs and support groups in various parts of the 416 square mile district. The parent support groups is another split funded effort through Adult Education. Two parent dinners are planned for the spring. Six weeks updates are sent to parents through public information.

It is the responsibility of the Special Programs Coordinator to strenghthen the coordination efforts of all those involved in the program. She assists in inservice, with materials, instructional planning and modifications, and conducts conferences with teachers to encourage and support them in working with at-risk students.

The Coldspring-Oakhurst District has reformed its educational delivery system for at-risk students. It has reduced the student / teacher ratio in areas where the students need additional assistance in the classroom instruction and yet has allowed these students to be mainstreamed as much as possible. It has incorporated counseling services and a parental involvement compo-

nent. It has improved coordination between Chapter I, Special Education, Compensatory Education, Regular Education, and the home while utilizing funding scores in a shared way. Because the students are experiencing greater academic success, they are also experiencing a heightened self-esteem.

Adventure-Based Counseling In The Secondary School

Norman Broadwell & Cindy Simpson

Adventure - Based Counseling is an innovative, highly structured counseling model that provides participants a forum in which to learn more about themselves and others in order to help them develop more appropriate and realistic patterns of behavior. The program is an intergrated milieu experience where multiple learning opportunities are presented to motivate one's commitment toward responsible learning and to maximize the learning potential of the experience. Being a group change model, members are both the means of change and the persons to be changed. This experiential learning model was introduced by Project Adventure, Inc. and adapted to the needs of at-risk students at Milton High School in a collaborative effort between Project Adventure's Southeast office directed by Cindy Simpson and a selected staff at Milton High School led by Norman Broadwell.

PROGRAM APPROACH:

Whether from an educational or counseling view the core of this approach has four significant properties which serve to motivate and maximize the learner and the experience:

The utilization of experiential learning methodology, an inductive process, whereby participants engage in meaningful activity, critically analyze and reflect upon the experience, abstract some useful insights from analysis and apply what is learned. Participants personally experience within a supportive atmosphere a variety of group and individual activities that have the effect of combing cognitive, emotional, and physical challenges while also allowing for direct feedback and reinforcement.

Participation in a Full-Value Contract whereby group members agree not to devalue themselves or others during the experience. Within the context of a Full-Value Contract participants understand and agree that they have both a right and a responsibility to confront and be confronted when observing others or being observed engaging in non-productive and/or devaluing behavior.

Careful defining and open sharing of one's personal goals and expectations of the experience. The process of goal setting should be as specific as possible and reflect a realistic opportunity for attainment. Essential to the process is consideration of what one may need from peers and self to support the efforts toward personal growth and behavior change.

PROGRAMMING FOR EFFECTIVE LEARNING:

Based on the recognition that for many people learning can be an essentially passive process, the ABC model combines active and compelling experience with some of the basic tenets of traditional learning and counseling principles. Through the establishment of a common ground of activities and experiences, counselors/teachers and participants are able to establish methods capable of dealing with inappropriate behavior.

Through an emphasis on structure group discussion, coupled with the use of carefully designed group initiatives and ropes course activities, group members learn to look at their own defenses. One learns how to react to conflicts, as well as to understand those things that have either encouraged or prevented the establishment of successful relationships. Through participation in a success-oriented process where the positive is emphasized and growth is supported and encouraged, group members develop self-confidence and learn new behaviors and approaches to coping with peer and adult relationships.

Adventure-Based Counseling utilizes a wide variety of initiatives and activities that have been developed in the following areas: Acquaintance, De-Inhibiters, Communication, Trust, Decision-Making, Problem-Solving, Personal and Social Responsibility. The selection and use of these initiatives and activities are somewhat individualized, being based upon the specific goals and objectives of each group. Characteristics of the group such as personal strengths, personal weaknesses, and developmental levels are also considered.

Such challenging group and individual activities and initiatives allow for moments of active involvement with moments of personal and group reflection and evaluation. The systematic use of these activities coupled with group processing and evaluation represents a comprehensive methodology for participants to focus their attention on feelings, perceptions, and behaviors. Thus, participants are helped to understand who they are, how they react to their environment, how they set themselves up to fail and how they might become more in control of themselves and their environment. The primary aim is to help the At-Risk student become more self-confident and gain more control over factors that can determine success in their lives.

PROGRAM GOALS:

1. To increase self-confidence and self-esteem in a challenging and supportive atmosphere where growth is encouraged.
2. To realistically define personal goals and strategies for implementation.
3. To develop and implement new behaviors and approaches for coping with peer and adult relationships.
4. To foster appreciation and respect for individual differences existing within a group.
5. To learn increased responsibility and social maturity by practicing interdependent behaviors within a cooperative success-oriented framework.

DELIVERY SYSTEM:

The Adventure-Based Counseling program is integrated into the seven period day schedule of Milton High School. Teaching and counseling staff trained in the methods and strategies of the ABC model work with students in grades 9-12. Length of time in the program will vary from a minimum of one school quarter of twelve weeks to one full year. Students may participate through an academic class or in one or more of the special counseling and adventure groups formed by a teacher, counselor, or administrator.

Risky Business: The Library's Role In Dropout Prevention

J. Gordon Coleman

During the past several years, the professional literature, not to mention the popular press, has contained numerous articles pertaining to the problem of school dropouts, or those who are at risk of becoming one. By applying the technique of content analysis, or tracking and counting the appearance of articles related to at risk students, one can see that this problem has received considerably more attention in recent years than had been the case previously. The purpose of this article, then, is to review the literature related to at-risk youth and to identify a consensus as to the prevalence of the problem; characteristics of at-risk students and the causes of their leaving school; the effects, both individual and societal, of dropping out of school; and recommendations, based on successful programs, to ameliorate the problem of at-risk youth. Finally, a proposed role, or roles, for the library, an often overlooked source of assistance, in the prevention and reduction of at-risk youth will be developed.

Numerous quantitative studies have attempted to address the prevalence of school dropouts, for which there are a range of definitions. A 1979 study of those aged 14-21 revealed that 11% were school dropouts, while a 1985 study of youth aged 16-24 revealed a dropout rate of 13%. Generally, males are more than likely to leave school before graduation than females. In terms of ethnic groups, blacks are 40% more likely to drop out than whites while Hispanics are 250% more likely than whites to do so. The Southwest, with a dropout rate of 21%, suffers the most with the Northeast (18%), Southeast (11%), and Northwest (9%) following in order; the Midwest, characterized by a more homogeneous population, has the lowest incidence of school dropouts. Not surprisingly, large cities, with a 25% dropout rate, have approximately twice the prevalence as small cities do.

Several quantitative studies have consistently identified specific characteristics of those who are at risk of not completing school: poor academic performance, a year or more behind in grade level, discipline problems at school, poor attendance, and low socioeconomic status. In qualitative studies, students who have dropped out have identified their primary reasons for doing so as boredom with school and pressure, both social and school-related.

Individuals who do not complete school face a future in which their likelihood of career, not to mention financial, success is extremely limited. Additionally, such individuals are far more likely to become the sad statistics of our criminal justice system. Unfortunately, these individual traumas have a ripple effect throughout society, first in terms of immediate costs, and then later in terms of long range costs as at- risk parents tend to produce more at-risk children.

Those programs that have had some success in dealing with at risk youth have several similarities. They tend to be very intensive, requiring a great deal of one-to-one attention. They need to have a long-range orientation, with a vocational slant, rather than a focus on the quick fix. Successful programs tend to be flexible, periodically providing individual assessment and revised strategies. Finally, they must be comprehensive, involving all components of the educational system not to mention the community at large.

Unfortunately, the literature related to at- risk youth is devoid of any mention of the role of the library, its personnel, resources, and programs. According to the 1988 standards, **Infor-**

mation Power: Guidelines for School Library Media Programs, the roles of the personnel are to serve the school community as information specialists, teachers, and instructional consultants. Within this context, then, the library, and its resources, can provide invaluable assistance in a program designed to prevent students from dropping out of school.

At one end of the continuum, the library can be a relatively passive participant in the program, mainly responding to requests for information or materials. Several recent studies related to effective school libraries and their involvement within the school's overall curriculum indicate that at the other end of the continuum, however, the library can be an equal, integral, active partner in a well-organized effort to combat the problem of students leaving school before graduation. This effort can appear, obviously in different manifestations, at various points in a child's school career, from primary grades through high school. The key to adding the library's tremendous arsenal of resources to the campaign to reduce and prevent school drop-outs is to involve parents, students, administrators, teachers, counselors, **and** librarians.

As an information specialist, the librarian can be an extremely valuable ally. The library now becomes more than that which is contained within its four walls; the library provides access to information, much of which is not physically housed within its facility. Therefore, the librarian is asked to match the information needs of the school's faculty and students with that which is available within or outside of the library. Not only can the librarians provide the resources that are housed within the school, they are able to locate relevant resources external to the school. Examples of such activity would include sophisticated data base searching techniques or compiling a computer-based community resource file, which might include contacts for career-oriented speakers or field trips.

As our society demands increasingly more sophisticated information-handling skills of its workforce, today's students must be more adept at locating, analyzing, and using information than they have had to be in the past. Projections of the "information age" and its impact on the workforce require that the librarian serve as a teacher of information skills. These information skills go beyond the traditional library skills of using the card catalog or the **Reader's Guide**. Rather than emphasizing the mere physical location of information, or physical access, the emphasis is now on intellectual access to information, which is the ability to locate, analyze, and use information relevant to needs. Thus, the librarian may be engaged in teaching students how to develop sophisticated Boolean searching techniques for use on the computer, or may be involved in implementing an information skills curriculum within the overall school curriculum.

Finally, librarians can serve as instructional consultants to the faculty. Probably more than anyone else within the school, the librarian has a better view of the school's curriculum in action. Thus, when used effectively, librarians can be key members of any instructional team. Trained in learning theory, instructional design, and selection of media, librarians can assist faculty in planning and implementing educational opportunities appropriate to the needs of at-risk youth. Not only can they help to integrate career information into the curriculum, they can provide access to a variety of literature that deals with the full range of problems often encountered by at risk youth.

The role of the librarian in dropout prevention can, therefore, be negligible or integral. The resources are indeed there, but it is up to all involved to make use of these resources. Obviously, this will require a broader, more involved version of the library. This, however, is just what the school library profession wants to project!

Alternative Schools For Pregnant Teenagers: Forerunners Of A Changing Educational Delivery System

Mary Pilat

This article explores the comprehensive service delivery systems of alternative education programs for pregnant and parenting teens in light of a third wave of educational reform. Centered around the empowerment of students, this third wave of educational reform traces educational problems to fragmentation and lack of coordination of child centered services. Through interorganizational linkages and interprofessional cooperation, educational settings can be restructured to reflect the needs of the high risk student. Alternative schools for pregnant and parenting adolescents have struggled with this vary issue for almost two decades with varying degrees of success.

Through this struggle a process for program design has emerged based on assessing the needs of the client and the availability of support and services within the family and community to fill these needs. Where services do exist, policies to enhance accessibility need to be encouraged. Where services do not exist, creative approaches to utilizing existing resources and finding new resources to develop innovative programming need to be explored. This process is an interagency process that requires school district participation in interagency task forces and planning groups, creative educators in open dialogue with other professionals, and an understanding of "the life of a high risk student" from her/his point of view within the context of her/his particular community.

Not only have the alternative schools for pregnant and parenting teens faced the struggle of meeting the needs of this particularly high risk group of adolescents but the staff of these programs have also struggled to maintain the academic standards and educational programs set by local, state, and national policy. The alternative school for pregnant and parenting teens is in a unique educational setting based on the needs of the student while balancing the demands of institutionalized policy that sometimes mitigates against the very success of the students it serves.

This paper presents examples of how three alternative schools for pregnant and parenting teens in upstate New York have met the challenge of providing an educational environment for student success through interorganizational collaboration. Taken as a whole, these programs illustrate progressively more complex models of interorganizational cooperation. Beginning with interschool cooperation within a single district, then moving on to school district cooperation with local human service agencies, and culminating in a countrywide interdistrict collaboration with local human service agencies, each program demonstrates an educational strategy consistent with the unique characteristic of its respective community. Through an analysis of the elements of these programs, the outline of a blueprint for restructuring schools to meet the challenges of the 1990s begins to emerge.

Student Challenge Program: Redford Union High School

Robert W. Schramke

The U.S. Army has invaded Redford Union High School and war has been declared on academic failure and student dropouts.

For six weeks twenty eighth grade students who had been identified by Counselors as potential dropouts attended a military-style course as part of Redford Union High School's new Student Challenge Program. These students had at least two common attributes, failing grades and a penchant for getting into trouble. During their six weeks students were taught by two retired Army Sergeants who are presently Detroit High School ROTC instructors and a Cadet Colonel from the Junior ROTC at Denby High School. The class included marching drills, uniforms, supervised study sessions and classroom activities. Self-esteem, team play and especially self-discipline were stressed. The students involved in this program were students who are simply not focused on positive goals. For the first time in their lives they were being required to stick to something.

The Student Challenge Program is a motivational project that is designed to intervene with current eighth graders who are considered to be at risk of failing promotion to the High School or if placed at the High School, at risk of academic failure. The program was created because studies of our incoming freshmen indicated that 95 percent of this high risk group were not graduating from high school. This fact along with our general concern for incoming freshmen motivated the creation of the Student Challenge Program. The program was designed to improve self-esteem and instill self-discipline, as well as to provide the structured environment that young people must have to succeed in high school and in life. Most of the students recommended for the program were fourteen years old and had a grade point average of below 1.5. Each of the parents were required to pay an $87 registration fee which was the cost of the student lunch and the one academic course they were required to take. The uniforms included two T-shirts, one blue and one gold, a pair of blue sweatpants, a pair of blue shorts and a Redford Union painters cap.

At-risk eighth graders have, in the past, either been retained or have been required to take at least two summer school classes in order to be promoted to the high school. This process proved ineffective in providing students with the ability to succeed and most continued to experience failure. It was obvious that some form of positive intervention had to be created which would help these students succeed. A concerted effort was made by the persons in charge of the program to instill positive values. The most important of these are responsibility, punctuality and dependability. While teaching teamwork, the program emphasized the importance of each individual's role to achieving group objectives. Close order drill was a very important part of the program and developed discipline and teamwork within the group.

A typical day began at 7:30 a.m. with a math, English or social studies class. At 10 a.m. there were lessons in citizenship, leadership, and physical fitness followed by lunch, marching drills and dismissal at 2:30 p.m., providing the program went well that afternoon. It was possible for the students to stay as late as 3 o'clock. The students were required to wear the uniform of the day - blue or gold T-shirts and blue sweatpants or shorts. Demerits were issued for non-compliance with the above requirements. After 50 demerits the students' parents were contacted for a conference. After 100 demerits

the students were removed from the program. The program each day was started with roll call and each student standing at attention to indicate that he was neither "here Sir" or "here Ma'm" depending upon who was taking roll. This was followed by the student leader coming forward and having the group give the Pledge of Allegiance to the Flag. After roll and the Pledge class began.

The program requirements were that in order to be promoted to the high school the students would be required to pass at least one summer school class as well as the Student Challenge Program. The Challenge Program required that students take a two-hour academic block in the morning summer school session and then spend the remainder of the day in the Student Challenge Program. The daily routine consisted of supervised study, map reading, compass reading, close-order drill, physical fitness and lunch.

This program is one of several steps taken at Redford Union since March 1989 to lower our dropout rate. The other new programs include recognition of achievements by Freshmen, a Saturday detention program, a mandatory after school studies program for those young students with grade point averages below 2.0 and a Skills for Learning class for students who are below a 2.0 when they come to the High School. This class is designed to help them learn to adjust to High School and how to study.

The Challenge Program was completed at the end of six weeks and a graduation ceremony was held and was attended by approximately seventy parents, the President of the School Board, a Trustee of the School Board, and Central Office Administrative Staff. The students marched as a unit for their parents and demonstrated to the audience marching abilities developed during the six-week program. The students were extremely proud of their accomplishments and good self-discipline was evident during the ceremony. The parents were extremely positive in their reaction to the program and the fact that their young son or daughter had successfully completed the Student Challenge activity. Of the twenty students enrolled initially, seventeen successfully completed the program. Each of the students demonstrated the fact that they were very proud of their six-week accomplishments.

When the program ended we felt that the seventeen students completing the program had achieved a level of self-discipline that permitted them to be successful when they came to the high school. Without the intervention of the Challenge Program it was estimated that out of the twenty students originally identified as at risk, nineteen would fail to graduate from high school. We feel that seventeen students now have an excellent chance of graduating from high school. In short, we view the program as successful, but only tine will tell just how successful it really has been.

Sharing the Wealth -- In Independent School Responds to At-Risk Students

Melanie Spewock

Independent schools have developed a growing sense of community responsibility which has encouraged their involvement in programming designed for students they have not traditionally served. While more visible programs, such as Choate Rosemary's Connecticut Scholars, reach academically advanced inner city children, increasing numbers of independent schools are beginning to examine how their resources might benefit at-risk students.

LEEP at Lakeside School in Seattle and Aim High at Lick-Wilmerding in San Francisco are two examples of a trend that has grown enough to prompt a national conference on the independent school's potential to address the needs of at-risk children, scheduled for the fall of 1990 at The Bryn Mawr School in Baltimore.

Last year under the guidance of Headmaster James E. Buckheit, St. Paul Academy and Summit School developed The Summer Prep Program, an academic enrichment experience for at-risk 7th and 8th graders. The impetus for this program was his commitment to the idea of an independent school as a community resource, combined with faculty interest in working with an underserved population. A multi-arts and academic summer session open to the community was already in place, to which a new outreach program was steadily added.

Although our metropolitan area offers many educational options, the junior high aged group is least served. A list of over fifty state-sponsored initiatives for at-risk populations does not include any program targeted to 7th and 8th grades, though there is substantial evidence that the dropout process begins during those years. We felt that our educational approach — which includes small classes, high teacher involvement, active adult role modeling, and a strong fine arts component — was well suited to meet the needs of at-risk students in the community.

Our board of directors approved fundraising for a two-year pilot program. Grant applications requested coverage for all expenses so that the program would be free of charge to participants. The initial two years have been funded largely through the support of a single foundation committed to the economically disadvantaged of the city of St. Paul. Additional smaller contributions have come from local family foundations.

The Summer Prep Program identifies economically disadvantaged and minority students whose junior high performance is below their academic potential. Its goal is to provide them with the extra boost they need to be more successful in their home schools.

Students are recruited through their guidance counselors who either distribute our application materials directly to parents or provide us with a list of families to contact. Students are accepted on the basis of low academic performance, good school attendance, absence of unmanageable behaviors, and economic needs.

During the six weeks of programming, mornings are spent in small group writing and problem solving classes led by SPA & SS teachers and college-aged assistants. Afternoons are reserved for a fine arts class of each child's choice, offered through our regular summer session. Students receive detailed written evaluations of their academic work at mid-program and at the end of the summer, and participate in the end-of-summer arts festival. The Summer Prep group returns to our campus for six Saturdays throughout the school year to touch base with academic faculty and to participate in planned activities.

The results of our initial summer were excellent. Students demonstrate more positive attitudes about themselves and about school, increased "school survival" skills, and in some cases, measurable academic improvement. Not only are they showing more enthusiasm, but parents and guidance counselors have confirmed positive behavior changes that indicate future school success.

Ongoing evaluation is critical to this program. The small group setting proved ideal for giving students personal attention and for making them feel recognized and valued. Fine arts classes provided an important opportunity for students to be successful and to interact with a range of peers.

Other areas require change. We lack minority role models on the teaching staff. We also need to provide for a more affective component in our curriculum, especially regarding racial and gender issues pertinent to students'

interactions with each other. Forging relationships with public schools continues to be an ongoing process. Finally, we hope that future funding will consist of many small contributions from a range of funders, so that the program is less vulnerable to the financial variable of any supporter and so that many community resources can be involved. As we strengthen our commitment to at-risk outreach, we hope to build trust and cooperation among systems that will allow many students to be served.

Supplemental Instruction: Integration of Approaches to Help High Risk Students

Mary Gravina & Barbara LoCassio

Supplemental Instruction is a nationally validated, non-remedial academic support program developed by the University of Missouri-Kansas City. The program targets high-risk courses rather than high-risk students. Courses designated "high risk" are entry level courses with large enrollments and highly unsuccessful enrollment rates. Withdrawals, D's, and F's in excess of 30 percent of the course enrollment are considered to be a high unsuccessful enrollment rate. These required classes are the first hurdles the at-risk student must overcome.

Offered to all students enrolled in targeted high-risk courses, SI provides assistance utilizing regularly-scheduled, peer-facilitated, out-of-class study sessions beginning the first week of class. These study sessions are informal seminars in which students compare notes, discuss readings and predict test questions. Superior students are equally attracted to the SI sessions and along with the SI leader, they "model" good student behavior. The diversity of understanding that each member brings to the SI adds to a greater understanding for the entire group.

A student who has successfully completed the course and has been approved by the instructor leads the SI session, integrating course content and effective study strategies. In addition to conducting three 50-minute SI sessions each week, the SI leader models effective student behavior by attending all class lectures, taking notes, and completing reading assignments. The SI leader assists students with the language of the discipline, the integration of lecture and readings, and the development of questioning techniques. Students become actively involved with the course content in a safe environment, free from assessment concerns.

Prior to the first week of class SI leaders are trained by the SI Supervisor. The SI Supervisor is responsible for the program on campus. In addition to training, the SI Supervisor monitors the performance of the SI leaders periodically throughout the term.

Evaluative data demonstrate the mean grade for the group of students participating in SI tends to be one-half to a full-letter grade above the mean grade of those students who do not attend SIs. The unsuccessful enrollment rate is significantly lower for the SI group. Currently over 100 institutions of higher education are offering SI to their students. While they differ from the University of Missouri-Kansas City in a variety of ways, their data show similar results.

Preventing Students From Falling In The At-Risk Category and Radically Restructing Our Educational Delivery Systems

R. W. McFarland

The District Regional School Board mandated a program in 1987 to deliver vocational skills to students from rural villages, skills which could not otherwise be taught because of the small , isolated nature of the schools. These skills were to complement the low-impact, subsistence lifestyle of the Yupi'k Eskimo population of the Kuskokwim Delta. Some 26 village schools with over 2,600 students exist in this distinct district, the total area of which is 44,000 square miles. English is the second language, Yupi'k Eskimo being the native language.

Our Summer Youth Employment and Training Program evolved from the Board's mandate; I was fortunate enough to be instrumental in the research, design and running of that program as a summer principal for the first two years. At that time I was finishing my principal's internship. In fact, the program was the direct result of the internship.

This proactive program has been in existence for 4 years and has received national as well as statewide recognition: Presentations of the program's parameters were well received at the 1988 State of Alaska Youth at Risk Conference and at the 1989 Northwest Regional Private Industry Council Conference. However, more than recognition, the program saves kids by helping them make sense out of a changing world.

After intensive research in 1987, I devised a program which flew district students (thru age 22) into Bethel, Alaska to be housed at the University of Alaska, Kuskokwin Branch Dormitory for a 6 week program involving half a day of intensive study in vocational education and half a day of work. Classes are team taught by two specialists, one in the vocational study area, the other a reading specialist. The reading-literacy specialists frequently have special education credentials. During the remaining half of the day when not in class, students work with an employer in Bethel in an employment area. That area is as closely related to the vocational study area as is possible. Again, students who are in class in the morning are at work in the afternoon and visa versa. Each class is presented once in the morning and once in the afternoon. This allows an extremely low pupil-teacher ratio: Six to one in many cases.

Additional components of the program have shaped it into a comprehensive sun-up until bedtime effort. For example, an elaborate recreation program (with 5 separate stations including soft games such as cards and chess in the dormitory —to basketball, archery, and a teen-center) is in place from 6:30 in the evening until study time at 9:30 pm. Junior counselors, selected from successful, returning college freshmen and sophomores, are inserviced in special education and crisis intervention basics; these junior counselors coupled with certificated staff give a supervisory ratio of 1 to 5 in the evenings. As an indicator of the evolutionary nature of the program, in its second year the junior counselors lived with the students in townhouse apartments as well as in the dormitory, serving as constant role models and genuine friends as well as supervisors.

External leadership training proved helpful. Several specialized leadership training specialists were brought in. The first week of the program is devoted exclusively to leadership skills and group cohesion building exercises which turn an amorphous, shy group of Yupi'k Eskimo students from small villages

into a homogeneous working unit. Equal emphasis is given to native and western leadership skills.

This summer will be the fourth summer of the program. The basic design of the program is virtually identical to the first year's plans with changes primarily in course offerings and staffing. Housing has stabilized to a dormitory residential situation. Other parameters of the program remain the same. Learning to work and hold a job, as well as to continue education, is perhaps again beginning to be understood as the primary goal of most secondary education in this country, as much a goal as, perhaps, going on to higher education.

Project Good Money

Daniel Martin

The term at-risk covers many categories of American youth - those who become pregnant, those who commit crimes, those who commit suicide, those who drop out. Generally, students are referred to as being at-risk for one or more of these reasons which are in the process of threatening their personal, academic and economic future. It is clear, particularly to educators, that there is an unraveling deep in our society which is manifesting itself in the young, in the educational system, in our public schools. This systemic national problem is now termed the at-risk problem.

To combat this at-risk problem, those of us in public education generally develop plans that are managerial, not clinical. We analyze the many categories of students at risk. We set goals for improving academic performance and reducing the drop-out statistic. We try to manage the problem and then we try to give of ourselves. We try to instill the joy of learning, the desire to mature. We impact each individual young life to the best of our ability. We try to be surrogate families, but we are not. The students go home. And the at-risk statistics keep going up.

Is there a cultural common denominator in the lives of the majority of these students? Is this common denominator undermining and destabilizing the families from which most of these students come? Can the educator go after what ails our nation's families and the children of these families by designing a clinical micro-cultural program that addresses the common denominators of the at-risk problem?

Project Good Money is an attempt to do just that. Thesis - when traditional family values break down media values take over and the at-risk child is born.

In a nutshell, today's at-risk child is a new phenomenon in our society. Products of disordered families, they are unprotected from the barrage of information produced by a capitalistic society they are too young to understand. They have been exposed on all levels to experiences children should never be exposed to. In addition, they tend to be painfully undereducated in terms of many basic realistic human values. They tend to believe the shallow values presented in the media while rejecting the deeper values associated with their struggling parents and the overburdened educational system. A common denominator emerges: when family values weaken, media values move in.

As a result, at-risk children have an emotional block to all that is not "T.V.-like", and to all that is "the system". They are convinced they have all the information they need to be adults. Peer pressure, in which the media has a considerable hand, cements this position. In this, the at-risk child is beyond the reach of reason, and even love.

We are dealing with damaged and programmed children who are not effectively dealing with reality. They are controlled in a subtle and alarming manner by the advertising funded world of the current media.

Project Good Money, after isolating the common denominator of "media contamination of the at-risk child", developed a three phase television talk show group therapy model designed to counteract this contamination and its effects. In the talk show format the students are the audience, the psychologist is the moderator and professionals from the community are the guests. The three phases are entitled "Let's Out Media the Media", "Let's Scare Them Straight", and "Let's Provide Economic Information".

The overall theme of the Phase I television talk show developed around the personal stories of a panel of guests who had all grown up and gone to school in Carteret County and become successful in life. Questions covered childhood and adolescent experiences. Sessions were video taped to enhance the "television talk show" feeling. The overall purpose of Phase I was to use a television format to "short circuit" and gain control of the media-based value system of the children in the audience, and then to establish the guests as new, more realistic role models.

Phase II, entitled "Let's Scare Them Straight," invited professionals from the community who were involved in the criminal justice system. Guests included a district court judge, a superintendent of prisons, a chief of police, a probation officer, a detective and several police officers. Their task was to present to the children in the audience the other side of life - what it is really like to lose in life, what it is really like to have no job skills or to be convicted of a crime or to go to prison. The guests, as part of a group of newly accepted, adult role models, were able to show the children a reality they would never see on television.

Phase III was entitled "Let's Provide Economic Information". Guests were locally prominent professionals such as lawyers, stockbrokers, realtors, military personnel and owners of small businesses. Parents of the assembled children also became guests. Questions called for personal stories of professional success as well as specific information - on the academic preparation necessary to the profession, on what it is like to work in the profession, on what kind of money can be made.

In the final analysis, Project Good Money did seem to proceed from a valid theoretical view of the broader social cause's of the at-risk problem. Results of a survey of resource teachers, parents and students involved is currently being evaluated. It is apparent that the project in its use of the television talk show/group therapy format as a means of dealing with "media contamination" provided an excellent vehicle for motivating and organizing community participation in the public educational process.

Reaching Students At-Risk Through Teacher Empowerment: Morgan County Primary, A Demonstration School of the Univeristy of Georgia

Wayne Meyers and Mary Pickles

Morgan County Primary School (MCPS), in partnership with the Program for School Improvement (PSI), restructured how it makes decisions about curriculum and instruction. Under this new structure, improving services to students at risk has been targeted as an area the school wants to address. At the end of the first year, the climate of the school improved significantly. Also, the percentage of students scoring in the bottom 25 percentile on standardized achievement scores declined.

The premise for the new model is that teachers should have a strong voice in decisions about curriculum and instruction. Teachers, as the professionals with direct contact with students, are in the best position to identify and implement initiatives that will benefit students. MCPS has put in place a school-wide instructional team (SIT), consisting of 16 teachers and the principal, that is responsible for identifying, planning, implementing, and evaluating initiatives to improve their work with all students in general, and students at risk in particular.

The main thrust of the presentation will be to describe the new governance structure of Morgan County Primary School and the initiatives it has developed to reduce the risk of student failure.

Each grade level at MCPS has been divided into planning teams of three to four teachers. Team members have been provided a shared planning time during the school day to address instruction grouping, curriculum/instructional planning, peer support/coaching, and communication with parents. Planning teams have elected a representative to the School-Wide Instructional Team which provides overall coordination for identifying and implementing initiatives.

This structure has allowed teachers to be more innovative in their efforts to work with all students and especially students at risk. Initiatives produced to date include:

1. Read to a Grandparent Program was established to provide more opportunities for students at risk to read.

2. Language Enriched Kindergarten Classrooms were implemented to address the needs of language-delayed students. This program incorporates parents, the speech-language pathologist, the school psychologist, the school counselor, teachers, and the principal to provide multiple language experiences for a special group of at risk students.

3. Home Intervention Program was implemented. Teachers make home visits to provide parents with activities they can do with their children at home.

4. IBM Writing to Read was implemented to utilize computers with students at risk.

5. Kumon Math was adopted to improve computational skills of students at risk.

The SIT is constantly evaluating and implementing new practices. In that this type of action research is an ongoing enterprise, it is anticipated that, by February, there will be other initiatives to report.

Areas to be covered in the presentation: (a) how the new governance system was implemented, (b) how the system functions, (c) initiatives that have come out of the new system that benefit students at risk, (d) the role of the principal, (e) the role of teachers, and (f) the role of PSI.

Working for improvements with students at risk must involve the efforts of all. Packaged programs will not solve the problems of students at risk, but teachers and principals, working together as professionals, hold much promise.

Section Four

Strategies and Programs for Working With At-Risk Youth

Experts across the country are questioning the current structure of our educational system including the instructional and supportive methods and procedures utilized in an effort to educate our young people. While it is certain that virtually all students can learn, instructional methods and materials now in use are failing large numbers of students. Even under optimal instructional conditions, some students will require more resources, more time, or both to achieve an acceptable level of achievement. This requirement exemplifies the need for diversity in response to differing styles of learning and individuality.

The above issue points to the desperate need for the school and society to find creative ways to keep at-risk children in school and to teach them at least the basic life skills. The assistance offered to students at-risk highlighted in the following abstracts is generally in the form of support services, multi-disciplinary group intervention, and skills for improvement in academics. Through group and individual guidance, counseling interventions, parental involvement, and multi-disciplinary team work advocated by the following authors, the reader can determine strategies and appropriate referral agencies for helping students within their school. As well as working with families and those socially related problems identified with at-risk youth.

Each program highlighted in this section is in its own right a uniquely creative effort on the part of the author. The individual programs together have both overlapping strategies and innovative approaches on which to focus. This combination makes for both consistency in utilizing proven strategies and diversity in implementing promising new techniques. Such a combination may, in fact, prove to make certain strategies even stronger in design.

The contents of Section Four cover an array of different approaches to intervention in the at-risk problem, present several different modes of covering information, and include strategies for all levels of students. A number of the strategies emphasize pull-out time from the regular instructional sequence, while others offer support strategies to be used in conjunction with the regular curriculum. Content is provided in Section Four through theoretical approaches, background information, outlines of strategies, and program summaries. Finally Section Four includes an understanding of strategies from pre-school through high school and into the college setting. Because of the diversity of content in Section Four, the information, or at least part of it, should be of interest to all readers.

The Gentle Art of Ogressing: Some Attitudes and Techniques That Help Prevent Or Rehabilitate Underachievement

Dorothy Freeman

Underachievement, a widespread and frustrating problem, affects almost everyone. The presentation discusses some of the techniques developed and used at the author's school devoted to the prevention and rehabilitation of underachievement. The school was based on the work of Dr. Robert Pitcher in rehabilitating college dropouts, and was adapted to grades one through twelve. The techniques are also based on Adlerian principles of discipline and encouragement. The presentation begins with a definition of underachievement and discusses its two most common symptoms. It continues with a exploration of the negative attitudes of Hungarian Finger Pointing (avoiding responsibility for action by blaming someone or something else) and Green Grassing (allowing envy and ineffective values to discourage us), and the positive attitude of Remembering the Fork. From the discussion of attitudes, the talk continues with several useful techniques—ways of dealing with the fear of making a mistake, the Goof of the Day, a grading technique, the all-important Five-to-One Ratio, and the crucial difference between encouragement and praise.

These attitudes and techniques apply to all students, because what helps the underachiever, helps the achiever even more. While these techniques work with all students, specific problems of the particular student such as emotional problems and learning disabilities are matters for specialists. The attitudes and techniques discussed are ones that any teacher and any parent can learn to employ with success.

Seeing 'At-Risk' Students As Human Beings With Potential Is The First Step

Rober Wilbur

Once upon a time there was a registration procedure at a certain college where students became extremely frustrated. Many of them worked regular eight-hour days and then went to class at night. Many were first generation college students. Many were referred to by administrators and faculty members at the college as "high risk" or "at-risk" students, having been classified as such by means of entrance tests and high school record appraisals.

Now it seems that the computer supervising the registration procedure went down for a long period of time, and the "at-risks" were forced to wait and were given numbers—some of which weren't called for hours. It was the last night of regular registration. Along the way, as students became discouraged and irritable, the Dean of Students suggested that the "at-risks" be allowed to register the following day with no late penalty fee as it appeared that not all the students would be able to complete registration before the class closed. But the Dean's pleas went unheard. Official policy was the priority. An official in the Registrar's Office was heard to lament: "Why the hell should they receive special consideration? These people aren't responsible!" In this case, he was accurate. The "at-risk" students weren't responsible for the

predicament; the computerized registration system was. . .

My point is simply this: much depends upon the attitude toward and the treatment of "at-risk" students. Unless "at-risk" students are given chances to be responsible and are helped to create such experiences by educators who believe they can become responsible, the educational system will appear to exist only to run a numbers game. Human potential is obviated, sometimes even at the starting gate. The "at-risk" student is too often neglected or "screened out" in lieu of what might be termed "cultural or systematic uniformity," but what may be more accurately referred to as "educational computology."

Sadly, it all too often appears that students who are "at risk" are being put through proverbial bureaucratic hoops with hoop-jumpers labeled as "successful" and the ones who act out of their own senses of outrage or injustice promptly rejected or given additional hoops to negotiate. And of course, back comes the staid academic answer: "But they (or "those people") have got to learn the system." This kind of adversarial attitude toward "at-risk" students causes many of them in anguish to give up hope and go back to the "real world."

There is a training mentality at work in current society that threatens to codify most of us. Let us hope there will not come a time when we'll be required to wear numbered uniforms whenever out in public or in public institutions. If that happens, then the concept of the natural rights of people to grow and develop individually and to have creative choices will really have been stifled.

However, our society today does a good job of discouraging creative vitality. In schools we are "trained" to conform by a stultifying reward system of grades and gold stars. We must "pay our dues," "move up through the ranks," "play the right games," etc. Whatever we do, we must "toe the line" and keep step with the status quo.

And students either learn how to conform early in life, or they risk becoming labeled as losers. The choices are often extremely frustrating. I recall a semi-horrifying experience I had while once visiting a newly devised, electronic-age grade school. A little boy sat in front of a computer desperately trying to get the "right" answer to a basic "new math" problem. After about his fifth try, his face tightened, his little body tensed, and he left the room only to return a few moments later with a large rubber mallet. He began attacking the computer screen convulsively while uttering guttural groans, and soon tears rolled down his cheeks.

What had happened was that the computer was programmed to show a smiling face if the student got the correct answer and simultaneously eject in a slot-machine-type tray some candies as a reward. If the proper answer wasn't punched, then a frowning face appeared and no candies came out. This particular little boy finally had had it, and he resorted to violence to avow his dignity. A pathetic scene for sure—to have to wait to be validated by a machine capable of only two cartooned expressions: smiling or frowning. And the question arises: are we programming today's children for only two possible choices—to be silent acceptors and followers, or to become aliens who must resort to violence or aberrant life-styles to survive?

The essence of helping at-risk students must begin with responding to them as human beings who are capable. The way I talk to a class, for instance, comes back to me. If I talk to a class as though they are "unfortunates" or "disadvantaged" they will usually respond to me as such with little confidence or positive energy.

Some educationists have been known to refer to at-risk students as "patients". I think that reference is obscene. If a student is labeled that way, he or she begins to think there is something inherently and irreversibly incompetent in his/her nature. I call this a "stick think"—a mental attitude that has been projected upon a student that eventually culminates in a cancerous implo-

sion of self-doubts. It becomes a self-fulfilling prophecy of failure. And soon the student-patient allows him/herself to be "operated on" and "programmed" to just conform and "go along with," or gives up in despair.

I'm concerned that classroom methods and educational attitudes in this anxiety age of "back to basics" do not produce a new generation of hypochondriac students who feel they must either come to school to take "skills medicine" or who give up on themselves and decide to drop out because they are incurable. I sincerely hope that with at-risk students, we don't further perpetuate an already dangerous mental dependency, or an alienation-from-education syndrome.

My major premise is that students—especially "at-risk" ones—are human beings who want, above all else, to be seen as capable and worthy of being treated with respect and consideration. They want to belong, to simply have a place in American society.

For "at-risk" students, life is often viewed as a lonely, confusing existence—a series of daily traumas. Higher education, to many of them, looms as a last chance to succeed in a world that has left them behind. The truth is that despite sometimes cocky and defensive fronts, most of them are frightened that they may "never make it" and may be doomed forever to "catch-as-catch-can" menial survival life-styles.

Perhaps, therefore, our quintessential priority should be to develop more of a non-judgmental attitude toward "at risk" students giving them time to gain confidence in themselves and to discover their potentials. To do otherwise is to allow the uneducated masses to continue to swell, to continue to be embittered mistrusters of their own humanity, and to continue to curse a social system that doesn't want them.

School Discipline And The Student At-Risk: In School Alternative Program

Gregg Weinlein

Last evening, Ray was kicked out of his home by his father. He can't go to his mother's place because she threw him out last month. Ray comes to school late the next morning, has a verbal confrontation with his teacher, throws his books across the room, and is sent to the principal's office. This behavior probably warrants Ray being suspended, but is suspending the student out of school for a period of time the best way to meet his educational and social needs? Students must be responsible for their behavior, even students at risk, but is an out of school suspension the only disciplinary recourse for an educational delivery system? Are there alternatives?

School Discipline and the Student At Risk: In School Alternative Programs, a workshop presentation, will look at how schools, or human service organizations, can best meet the needs of at-risk students who are disciplinary referrals. The workshop will focus on the design and implementation of these in-house programs structured to allow a school, a mechanism of humanistic discipline, not only to hold students responsible for their behavior, but also to guide and support students through desired behavioral adjustments. The three programs presented in this workshop are:

1) In-School Suspension Programs
2) Alternative Education Programs
3) The TAB program (Teachers As Big Brothers)

I have worked with At-Risk students for the past fifteen years as an English teacher at the

Berkshire Farm for Boys (a school for delinquent youth), and as the supervisor for the In-School Suspension program at Columbia High School. I have served on a school task force to design and implement an alternative education program and chaired the Columbia High School Discipline Committee. As an author, I have written and published articles and creative writings on teenage suicide, substance abuse, and the drop-out problem. These writings have appeared in The English Journal, The Chatham Courier, Greenbush Area News, and in my book, The Avenue of Tears.

A Math 'First Aid Kit': Using Writing To Learn Mathematics

Nan Adler

To most underprepared college students, mathematics represents an insurmountable barrier to success. However, through our workshops on overcoming math anxiety, we have found that these same students are being equipped with the skills to meet the challenge of mathematics.

The Math Anxiety Workshop we offer features a Math "First Aid Kit" which we developed to target in on the common pitfalls of unsuccessful math students. The "Kit" helps students to identify the sources of their problems and to develop ways in which to tackle them. Included in the "Kit" are sections on topics such as coming to class prepared, taking good notes and making the most of in-class time, and developing good study habits.

The most essential section is devoted to techniques of "translating" mathematics in which we show students how to write the mathematical concept or procedure they're learning in understandable English sentences. This technique of using writing to learn mathematics has proven to be the most successful tool in breaking down the barrier to understanding mathematics. It is the primary teaching technique we use in our classes to help students understand mathematical concepts and procedures. By teaching students this technique in the workshop we hope that they will use it in classes in which teachers do not write out explanations.

We illustrate the technique by taking the students through exercises in which we show them how writing helps one to process thought. The first example we use is one of following directions to a building or classroom unknown to them. If we simply state the directions to the classroom, they will remember some of it. If we let them write while we are giving the directions, they remember even more. When we first write the directions on the board and let them write also, they remember the most. Also in talking with their peers about the directions, they can find points at which they had incorrect directions. Our next example parallels the first but is done instead with a mathematical procedure. First we identify the goal of the problem (in writing) so that the student sees the purpose of the steps in the problem. Then we proceed to accomplish that goal through a set of mathematical steps. As we work the actual math problem, we also write in English the explanation of what we are doing (and why we are doing it). Since English is already a language understood by the students, we attempt to move them from the familiar (English explanation) to the unfamiliar (actual step in the math procedure). In our experience the students have a noticeably more thorough understanding of what to do to accomplish the goal and why they do it. Then several times during the exercise we give the students a problem to solve.

They are not only to solve the problem but they are also to write out in English, step-by-step, what they are doing to solve the problem. Many students who think they know how to solve the problem find out during this exercise that there are areas of the procedure they do not thoroughly understand. By looking at their writing, one can quickly determine where these areas are and exactly what the misconception is. We have students then exchange papers with each other and read each other's writing, correcting any misconceptions that they find. Papers are passed back and all students have the opportunity to revise their written and mathematical work on another similar problem. The students learn a lot from just critiquing others' papers. It challenges them to think more critically when they must respond to a peer's attempts to solve the problem. After performing this exercise several times, students begin very quickly to see the merits of writing, critiquing, and revising their mathematical thoughts. We encourage them to do this in their math classes and in math study groups that they form with other students.

Dealing With At-Risk Students - A Dropout Prevention Program That Works

Thomas W. Flynn

Excellence in education must mean more than improving the abilities of those students who are succeeding in our present school environment. Excellence in education also includes helping those who are not being successful to become successful. I would like to present an Alternative Instructional Program (an Alternative High School) whose mission is to help students who are presently unsuccessful in our schools to become successful. This Instructional Program is a dropout prevention strategy that is designed to be attractive enough to keep kids in school, yet effective enough to promote their learning and development. Our school, of which I am the Principal, allows students to earn a "student training stipend" (5 or 6 dollars per day) for successful involvement in a scheduled work assignment and successful performance in their academic classes. All of our students are required to participate in weekly counseling group session where they can discuss personal problems, goal settings, refusal skills, etc. Before I explain in detail how these 3 components (counseling, academics, and work experience) of our Instructional Program fit together, I first want to emphasize the basic premise on which our Alternative High School is founded.

The Hamilton-Fulton-Montgomery BOCES (Board of Cooperative Educational Services) Alternative High School is based on the following premises:

(1) All kids can learn the school's objectives (important variables being motivation, time on task, practice time, learning environment, etc.) and

(2) All kids should learn to be successful and productive adults.

It is important to note that every adult associated with the Alternative School has one primary purpose - to have a positive impact on the learning/preparation process. Our Alternative High School serves 14 individual school districts within our geographical region. Our "home schools" range in size from our smallest district being pre-K-12 (approximately 1200 students) to our largest - Amsterdam City Schools - which has over 3800 students. Each of our "home school" districts send about 10 students to the Alternative School each year. Before a student is admitted, we meet with the student and parents to explain our program. At

this meeting, our expectations are explained. None of these students are classified as special education. Our mission is to prevent these students from dropping out of school.

Now, as I said before, our Instructional Program at the Alternative High School has three components: Academics, Counseling and Work Experience. These three areas are interconnected in the following way. Our students attend school for a week, then the following week they are bused to a job site where they work for that week. During the school week, our students attend regular high school classes and participate in group counseling one day during this week, while in the work week a job coordinator supervises students on their job sites.

Academics - The courses offered at the Alternative High School are all the New York State required courses for High School graduation: Math, Science, Technologies, English, Social Studies, Computers, Physical Education and Guided Practice. Our students can earn 5 1/2 academic credits each year. The Scope and Sequence in these courses is the same as in home schools; furthermore, all State Regent Competency Tests are given at the Alternative High School and no academic credit can be given until these tests are successfully mastered. Mastery is set at 65% and there is no time limit on taking these tests. Also, students may take these tests as many times as necessary to pass. Tests are given in January and June each year. Our "minutes of instruction" exceed our State requirements. We have 5 1/2 hours of "academic engaged time" per school day. We have received a "waiver" from our State Education Department that exempts a foreign language requirement. (Our students are not required to study a foreign language before they graduate from High School.) All of our teachers are certified in their respective teaching areas. Class sizes are kept below 10 students - our average class size is 8 students. All students have a Guided Practice class in their school week schedule. During this class, students are scheduled with a teacher who has requested their attendance for that day. On one day, a student may be assigned to his Science teacher and on another day to his English teacher. If a student is not requested to report to a specific teachers, he or she stays in Guided Practice class and works on Study Skills.

Counseling - All of our students receive both individual and group counseling. As we screen our students for the Alternative High School, our prospective students must agree to participate in this aspect of our program. If the students do not agree to participate in counseling, they are not admitted into our school. We have a full-time guidance counselor on staff at the Alternative School and he leads the weekly group counseling discussion. Also, every teacher at the school is expected to counsel students. Our school has a positive working relationship with the local Mental Health and Drug Rehabilitation Agencies, Department of Public Assistance and Social Services, Probation, Catholic Family Services, and Family Counseling Services. Referrals are made on a regular basis. We have a Community Youth Committee where each of these agencies meet once a month to discuss our respective programs and make referrals.

Work Experience - All of our students work at a job site. This vocational component is designed to build a student's pre-vocational skills. We evaluate each student on their punctuality, appearance, responsibility, trustworthiness, cooperation, and overall attitude and effort for which they receive academic credit and a "student training stipend". Each student is placed on a job that is close to their "home school" and we try to match this work experience with the students' interest (although we cannot always do this). Most students work for a week, then attend school for a week - however, there are exceptions to this structure (i. e., half day/half day). A full time work coordinator places students on these jobs and supervises them. Students work between 4 and 5

hours a day. All transportation to job sites is supplied by the school districts. Job safety is a constant concern of this program and is constantly emphasized with our employers. First year students receive $5.00 per day and all other students receive $6.00 per work day. Again, this is a "student training stipend" and we have an on-going grant from JTPA to pay for this expenditure in our budget.

Again, most of our students attend school for a week (where they go through a regular High School schedule) and the following week these students are transported to a job where they work in a mentorship type program. We also have students that attend school in the morning and go to our vocational technical center in the afternoon (we have a very flexible scheduling system). Some of the type of jobs that our students work at are McDonald's Restaurant, Auto Mechanics, YWCA, local college, grocery stores, etc. All students meet in their group counseling session once a week to discuss any problems they have encountered.

Finally, I would like to present some data that we have collected on the effectiveness of our school. Please keep in mind that these are incomplete data from the short term to date. In regard to student attendance before entering the Alternative High School, the attendance rate was 81percent and absenteeism was 19 percent. After entering the Alternative High School, student attendance rose to 92 percent and absenteeism dropped to 8 percent.

Our record thus far is very encouraging. Test scores are up and dropout and attendance figures have improved. Still, some of the things that our Alternative High School values most do not lend themselves easily to efficient "measurement". They are habits of mind and of spirit, not merely attendance at school or the passing of tests. It is difficult to measure the quality of the persistence that comes from improved self-esteem. This fact is that many of our students are developing highly positive attitudes towards their futures. The real measurement of our success is how our students will perform long after they have left school.

Children At-Risk In Our Schools -- The Need For A Survival Curriculum

Tim Heaton

I. "CHECKING OUT INSTEAD OF FOCUSING IN"

The phenomenon of Escapism From Stress

A. Symptoms of students in escapism

B. Types of escapism (forms of suicide):

1. sexual promiscuity and pornography
2. eating disorders - anorexia nervosa, bulimia
3. alcohol/drug abuse
4. violence to others/themselves
5. media obsession - movie, video, computers
6. materialism/plastic money
7. runaways and hustling
8. attempted and completed suicide

C. Possible Causes for Escapism:

1. Poor self esteem
2. Competition
3. Feelings of Failure
4. Parental Pressures
5. Depression/Emotional illness

D. Other Possible Causes for Escapism:

1. Unrealistic view of death
2. Nuclear threat
3. Societal changes
4. Family changes
5. Lifestyle decisions
6. Academic pressures

II. EXCELLENCE OR EXTINCTION?

Are the current reforms in education really helping our students, or are we destroying lives in the name of excellence?

A. "The Purple Passion Plagues"; The average: 13 worksheets a day per student.

B. Square pegs in round holes!

7 different types of intelligence:

1. Logical/mathematical
2. Linguistic
3. Spatial
4. Bodily-Kinesthetic
5. Musical
6. Interpersonal
7. Intrapersonal

C. Testing - Competent to do what?

"One size fits all;" standardized "blubbers."

D. Grading:

1. O's
2. F's and NF's

III. SOLUTIONS

A. Easing and reducing stress at school

B. Easing and reducing stress at home

C. Plan, Listen and Love

D. Implement a Survival Curriculum:

1. Respect for the miracle of life
2. Respect for all people
3. Coping and adapting skills
4. Decision-making skills
5. Learning how to learn
6. Failure as a detour, not a closed path
7. Success as one's best effort

REMEMBER TO NURTURE, NOT ANNIHILATE!

Innovative State Projects Meeting The Needs Of At-Risk Youth in Georgia

Gerald A. Klein, Richard Johnson & Marcia Talbert

Within each state the State Department of Education provides leadership for the improvement of the educational delivery system. The Innovation program is a state-level model for educational improvement that has been successfully implemented in Georgia. Authorized by the Quality Basic Education Act (1985), the program provides grants to local school systems for the development, implementation, and dissemination of educational programs. The Innovation Program promotes effective solutions to existing and emerging concerns of statewide educational significance. Innovation Program grants are awarded in three areas: developmen-

tal projects, training centers, and adoption of training center programs.

Developmental projects must address one or more state educational priorities, which are identified each year by the State Strategic Planning Committee and approved by the State Board. In addition, developmental projects must have the potential for widespread adoption throughout the state, must meet state validation criteria, and must be cost effective in terms of exportability, Developmental projects must have an evaluation design that meets state validation criteria and each project must also have an evaluation consultant as a part of the project management team.

Training and dissemination centers evolve from those developmental projects that have been state-validated and are certified to disseminate their program throughout the state. The training centers receive state funding necessary to provide the following services:

-Awareness, training, and follow-up activities
-A demonstration site where potential adopters may observe the effective operation of the program
-Evaluation of the first year of adoption

Adoption grants are available to local systems to help defray the initial start-up costs (released time for teachers to be trained, travel to the training center, materials) of adopting and implementing the program. One adoption grant per fiscal year is available to school systems that adopt and implement a validated program. A small percent of local match is required in order to be eligible for an adoption grant.

The state model for educational improvement presently being used in Georgia through the provisions of the Innovation Program includes a management process that assures measurable outcomes, quality control, and cost effectiveness. State legislation provides for the dissemination effort through a state network of training centers. The state validation process assures the effectiveness of projects entering into the training center network. The funding of adoption grants to school systems provides initial support at the local level and facilitates dissemination efforts of the training centers. The evaluation process has been designed as an integral component across the developmental projects, training centers, and project adoptions to maintain the quality of the Innovation Program. Because state financial resources are directed toward the state's educational priorities, the Innovation Program has great potential for contributing to educational improvement in the state of Georgia.

Currently in this state, the following projects that address the needs of at-risk youth are supported by Innovation Program funds.

DEVELOPMENTAL

Waycross City - early intervention program for four - year- olds with a parent component

Murray County - early intervention program for four - year- olds with a parent component

Carrollton City - Training program for parents of pre - school children

Atlanta City - counselors and teachers building motivation and self - concept in students grades 3 - 5 with a parent component

Clarke County - improving the literacy, reading skills of elementary students

Decatur County - alternative opportunity for average middle school students

TRAINING CENTERS

Houston County - early intervention and emergent literacy program for K - 1 students, targets Special Instructional Assistance (SIA) programs

Marietta City - a hands-on math program for K-2 students

McDuffie County - special instructional activities at home for failing 3rd grade students

NEW PLANNING GRANTS

Lowndes County - early intervention program (6 week summer school) for 4 - year-old at-risk students with an interaction video parent education program

Richmond County - a 7 week half day summer school program during which middle school at-risk students tutor (one on one) elementary at-risk students under the supervision of a teacher

Henry County - junior high peer tutoring program during the school year. Junior high ninth grade at-risk students will travel to the elementary school 2 days a week to tutor at-risk third grade students

McDuffie County - schools-within-a-school concept for at-risk high school students which includes a selection process for students and personnel, a delivery model for core subjects which cover the curriculum through block scheduling, the development of a self-esteem program and an evaluation process.

NEW PLANNING GRANT PROJECTS

LOWNDES COUNTY

This project will be a six-week (8 am - 12 noon) summer school program for 4 - year - old at-risk children. It will have a parent involvement component that brings the parents to the school activity on the school buses to watch their children learning in the classroom. It will make use of interaction video to guide a workshop for parents that will increase their knowledge of child development and early education of children. This process will also guide parents in becoming objective observers of child behavior. Materials development will move away from canned programs. The project will develop an appropriate curriculum for 4-year-olds and for the parents.

RICHMOND COUNTY

This program will be a seven-week half day (9 a.m. -12 noon) summer school program during which middle school at-risk students tutor (one on one) elementary at-risk students. The program will be conducted under the supervision of a teacher. It will involve 18 students per middle school as tutors for 18 elementary students from a feeder school. The purpose of this project is to build a better self-image in these students and thus keep them in school. It will be developed and piloted in one middle school.

HENRY COUNTY

This project will be a junior high school peer tutoring program with 45 at-risk junior high students. Fifteen of these students will be selected to tutor elementary at-risk students during the school year. Students will receive stipends or other compensation for their work as tutors. Junior high at-risk students will be provided a modified curriculum that uses cooperative learning strategies. These students will be block scheduled for the electives to provide the time necessary to conduct the tutoring at the elementary school site.

McDUFFIE COUNTY

This project will be a school within a school concept for "at-risk" high school students which will include a selection process for students and personnel, a delivery model for core subjects that covers the curriculum through block scheduling, the development of a self-esteem program and an evaluation process. The students will be provided multiple entry points into the program, and a major component of this program will be a daily group counseling period for these students.

Enhancing Success For At-Risk Students Through A Team Approach To Providing Academic Survival Skills

Joyce Craven and Vivian Snyder

Southern Illinois University at Carbondale (SIUC) has had success in the delivery of its academic survival course, UNIVersity 100, through the development of a team approach.

SIUC's program for at-risk students, the Center for Basic Skills (CBS), provides skills, knowledge, orientation, and a variety of tutorial, mentoring, instructional, and advisement services through its academic survival course. The course, UNIVersity 100, a non-credit course, which all of SIUC's special admission students are required to take, has been structured to meet the academic/study skills needs of the institution's 450 special admission students. Students who are not regularly admitted to SIUC may be admitted through the institution's special admissions program, the Center for Basic Skills.

The basic structure of UNIVersity 100 is geared to provide skills and knowledge specific to the institution (SIUC) and in general (for future academic survival both at SIUC and transferable to all colleges and universities). A pretest, developed by the CBS staff, is given the first week, and consists of nine sections. The nine sections are: 1) Learning the SIUC environment, 2) Attitudes and Goals for Being in College, 3) Preparing for and Taking Exams, 4) Learning to Use Morris Library (the library on the SIUC campus), 5) Managing Your Time Effectively, 6) Taking Notes from Lectures, 7) Textbook Study Techniques, 8) Summarizing , and 9) Memorizing.

The course is structured so that all students are given instruction in a "core" curriculum (Topics 1-5, above). At approximately midterm of the first semester, students are given an opportunity to take an "exit" exam (a version of the pretest). In order to "pass" this exit exam, a student must get at least 85% correct in all nine topics of the test.

Based on results of the exit exam, students are given individualized instruction on the remaining topics in the course. Students have a second opportunity to take the exit exam at the end of the first semester in college. Those students who have not passed all nine areas of the exit exam then continue to work with departmental instructional staff their second semester. Special admission students are given one year before they may declare a major and move into other departments on campus. The exit exam is given three times the second semester.

In addition to the delivery of study skills, the course has become an orientation course as well as an avenue for the delivery of mentoring, tutoring, and advisement. SIUC's special admission program provides mentoring to its at-risk students through three different approaches: In one of the UNIV 100 sections, retired faculty serve as mentors; in another, the instructor serves as mentor/role model; and in the other sections, peer mentoring is utilized. In addition, tutorial contacts, as well as advisement contacts are made through the UNIV 100 classes, thus providing a centralized delivery system, in which a teamwork approach is utilized.

Career Exploration As A Route To Valuing Self, Education, and Work

Joseph Davis, Lewis Griner, Eva Rucker & Jean Bowen

Chatham County Schools have placed the new Georgia Program of Education and Career Exploration (PECE) in every middle school in its system in the strong belief that this program and its approach are positive deterrents to students considering dropping out. Beginning in Grade 6, students become aware of their unique value. Their potential is revealed through self-inventories that identify interests, abilities and aptitudes that they will use to achieve their own goals ,and those of employers when they enter the world of work. They explore why people work, identify their own work habits at school and home that could relate to future job success, and learn characteristics of occupations that are relevant to their personal aptitudes and perceived lifestyle goals. To assist them in acquiring a positive self-concept, they identify positive characteristics they possess. They also develop techniques for presenting themselves positively to others and for becoming empowered internally to feel that they can succeed. They are encouraged to express their own current and future self-worth. Students in this program role model social characteristics acceptable in work settings, therein becoming aware of social responsibility, work ethics and the differing roles that people have at work. The students develop skills in interpersonal communication, including learning to function as team members in any role, working cooperatively, and resolving conflicts as they would at work. Students are shown the value that school holds for them currently and in the future. Through exposure to the realities of work they project themselves into the working world, recognizing its structure, their own future roles, and both the responsibilities and the fun that are part of days at work.

Concepts presented in Grade 6 are reinforced and expanded upon as the student's learning levels develop in Grades 7 & 8. In Grade 7, students begin to look at resources available to them as they research possible careers, and in Grade 8, they learn goal setting and decision-making techniques that assist them as they select their direction from high school. Integral throughout the three courses of this new program are the vital roles that the teacher, certified in this area, and the parent take as social role models. The classroom management system reflects in some aspects a model of the workplace in innovative and positive ways.

Teachers in this program have made significant comments: "It offers promise and hope to despairing young people" (inner-city school, in which half of the students have no father at home); "The kids at school are saying the Career Exploration is their favorite subject —— I have not heard that before" (metro middle school counselor); "This program is the only chance the student has to build self-esteem by relating it to work" (teacher of adolescent patients in a regional mental hospital).

Presentation of this topic will center upon a round-table discussion of the following questions:

1. What is happening in the classes, in this school system that could keep students at risk from dropping out?
2. Why is it important to have students in direct contact with community and business? How can this liaison be encouraged in this program by business and industry?
3. How do students in this program learn about future occupations and their place in the world of work? What "turns them on"?

4. What workplace competencies are these students actually learning? For example, why was group dynamics chosen as important? Why are they learning to be flexible in their goals? How are they encouraged to be ready for the structure and discipline of the workplace?

5. How is the program being implemented? How are parents and businesses being involved? How will its effectiveness be evaluated?

Federation Employment and Guidance Service's Ongoing Collaboration with the New York City Board of Educati[illegible] On B[illegible]lf Of At-Risk High S[illegible]ool St[illegible]dents

Steven [illegible]an

The typical high school guidance department is unable to address the unique needs of at-risk teenagers. Counselors' responsibilities are multi-faceted, ranging from programming to college advisement, from career counseling to crisis intervention. What time remains to work with the chronic at-risk students? What safety net can catch these youngsters as they drop?

The reasons that students leave school without diplomas are as numerous and complex as the youngsters themselves. Some suffer from anonymity, others lack skills; some are bored while others unsuccessfully seek parental guidance. We often find that the at-risk student is unable to equate schooling with career.

Since 1934, the Federation Employment and Guidance Service, a large not-for-profit agency, has worked toward assisting the handicapped at attaining economic self-sufficiency. This UJA - Federation and United Way - affiliated agency has worked with mentally retarded, developmentally disabled and mentally ill individuals in assisting them in securing the skills required by prospective employers. In 1981, the Federation Employment nd Guidance Service, the New York State Education Department and the United Federation of Teachers joined in creating a new enterprise, Operation Success. This unique program drew upon the agency's talent, experience and expertise in having worked with an adult population. It was soon realized that these adults were the dropouts of an earlier time. Goals were developed: reduced anonymity, assessment of student needs, family involvement and ultimately, economic independence for each targeted high school student. The primary strategy for this cohort of youngsters remains Case Management, the technique by which youth identify with a single, skilled professional who address the myriad needs they exhibit. The process of group and individual sessions, tailored into a unique curriculum is implemented at each of the program's nine sites. Such topics as job preparation, health, sex education, drugs and alcohol and family relationships are covered.

Other prime components of Operation Success follow:

Outreach: the process by which student and parent are reengaged with school.

Evaluation: the identification and assessment of each student's strengths and skills.

Internships: the student's first exposure to the world of work.

Vocational Skills Training: providing those skills required by today's industry.

Community Resource Referrals: using other agencies and practitioners within the community to address the youngster's needs and deficits.

Community Service: Impoverished youngsters assist those who are less fortunate.

Youngsters enrolled in Operation Success gain skills and knowledge required to cope in today's complex society.

1. They belong to an important, positive group.
2. They relate school to tomorrow.
3. They have a network of supportive adults.
4. They work toward a common goal - high school completion.

Today's Operation Success serves over 3,000 students in nine of New York City's high schools; the Educational Services Division provides staff development and consulting services to school districts. This proven program was cited in the Congressional Record as a model from dropout prevention.

Access to Knowledge: Three Southeastern Innovations To The College Board's Educational Equality (EQ) Project Which Develop Academic Skills for At-Risk Students

Walter Jacobs, Jr., Willie Foster, Joyce J. Young & James Hutto

The College Board launched its Educational Equality (EQ) Project in the early 1980s to strengthen the academic quality of secondary education and to ensure equal access to postsecondary education for all students. For three years, more than fourteen hundred school and college educators participated in dialogues across the country to discuss and formulate academic goals for college-bound students. The result was a 1983 landmark publication from the project, "Academic Preparation for College — What Students Need to Know and Be Able to Do."

Popularly referred to as the "green book," "Academic Preparation for College" spurred novel acclaim because its goals were described as academic outcomes, or behaviors for students in six classic disciplines: the arts, English, foreign language, mathematics, science, and social studies. These outcomes became what may be referred to as the closest approximation of a first time national consensus about specific subject matter expectations for students in transition from high school to college.

Schools, school districts, and state education agencies in the southeastern states have welcomed the "green book" as one model for expediting the wave of educational reform. The academic outcomes of the book have brought special attention to the situations of students most at risk; those who often do not get access to the academic preparation and support they need for postsecondary educational opportunities.

Given the latter observation, there have been three major outgrowths of EQ in the South which give emphasis to at-risk students. They are the Tennessee Collaborative/Urban League Parents' Programs, the Atlanta Public Schools' Developing Test-Taking Skills Project, and Mississippi's Project '95.

The Tennessee Collaborative is the latest phase of a multi-faceted, state-wide, school-college EQ program in the state of Tennessee to promote educational reform. While embracing the concepts and recommendations of EQ for the

academic improvement of Tennessee's high school students, educators in the schools and colleges were quick to realize that black and other minority students continue to be more "at-risk" than their white counterparts. The Tennessee Collaborative/Urban League Parents' Programs is a response to this condition. Through a series of workshops, black and other minority students and their parents are provided information in the following areas: study skills, appropriate high school curriculum, academic preparation for college, college entrance requirements, the college admissions process, test preparation, and financing a college education.

The Atlanta Public Schools' Developing Test-Taking Skills Project began on August 8, 1988 as a long-range cooperative venture to improve the Scholastic Aptitude Test (SAT) performances of Atlanta Public Schools' students. In its initial phases, the project focused exclusively on test awareness/familiarization activities that could be taught by teachers and guidance counselors in established middle and high school test preparation classes. Using the "green book" competencies as bench marks, it later expanded to include the instruction of "thinking skills" in grades 4-7. The goal of this latter segment of the project is to provide an instructional approach to basic academic competencies (thinking skills) for all students in the early grades as an enhanced preparation for pre-college study in middle school and high school.

Mississippi's Project '95 is a sweeping array of educational programs aimed at strengthening the academic bridge between high school and college. With particular emphasis on making Mississippi university programs more accessible and attractive to black students, the project includes a massive in-service professional development program for Mississippi high school teachers. The intent is to give teachers a clearer understanding of what students are expected to know when they reach college. The basis for the development of this understanding is EQ's "Academic Preparation for College — What Students Need to Know and Be Able to Do."

Project IMPACT -- Improving Minimal Proficiencies By Activating Critical Thinking

Rona Wolfson

Education for the 21st Century must include a cooperative effort between the student and the teacher. Current research shows that regardless of their learning rate, students' achievement will improve when they are actively engaged in their learning. Yet this basic assumption is often ignored as students are seen as vessels into which teachers can pour education. It is therefore important to bring this awareness to educators so they can restructure the learning process.

Project **IMPACT** is an innovative staff development program that trains teachers to integrate the teaching of thinking into traditional programs of basic skills. Although **IMPACT** was originally designed as an alternative approach to the instruction of math and language arts at the junior and high school levels, it has proven applicable to all subjects and successful with students who differ greatly in ability, from the remedial reader to the academically talented and gifted.

IMPACT is an acronym for Improving Minimal Proficiencies by Activating Critical Thinking. Teachers involved in **IMPACT** utilize an instructional program that emphasizes critical thinking skills, structures the learning environment so that students can experience success and assume responsibility for their own learning, and requires active involvement in learning tasks that move from the concrete to the abstract.

Project **IMPACT** began in 1979 with the research of Dr. Lee Winocur. Dr. Winocur compared test results of students who failed competency tests with those who passed. A consistent pattern was discovered. Students who failed had difficulty with skills that are needed to think critically. The first component of the **IMPACT** program was then developed. This is The Universe of Critical Thinking Skills, an organized and sequenced taxonomy of critical thinking skills.

The second component of the **IMPACT** program is the Unique Lesson Design. Each detailed lesson includes a step-by-step plan for motivation and purpose through instruction, practice, and follow-up activities. Students are encouraged to work in small groups whenever possible so that all students are productively engaged in their learning.

The third component of Project **IMPACT** includes an awareness of ten teaching behaviors that promote critical thinking. After training, teachers often find that they can enhance many of the good strategies that are already being used in their classrooms.

Level I training for Project **IMPACT** is a combination of theory and practice that enables successful transfer of the **IMPACT** program to the classroom. There is a wide range of material to support the teacher and provide for easy implementation of the **IMPACT** program.

Project **IMPACT** has been proven effective for students with varied abilities. Characteristics of students at risk include low grades but sufficient intellectual ability, low motivation and indifference, or marginal ability leading to frustration and a lack of success. Project **IMPACT** can improve achievement for all students. The goal of Project **IMPACT** is to train teachers to incorporate the direct teaching of thinking so students can develop their abilities to use intelligent behavior.

Palimpsest Probability And The Writing Process: Mega-Change for At-Risk Students

Patricia Wellington & Charlotte Perlin

Subjective probability is a concept central to behavioral theory. It represents "the extent to which an individual thinks a given event is likely to occur." When the event is writing and the students are high-risk, their degree of optimism and their previous experiences in making decisions about writing generally determines the outcome of the new experience. In effect, entrenched negative experience colors the at-risk student expectations and increases failure probability. Students simply impose the past on the present like earlier writings on a palimpsest—a tablet inadequately erased so that beneath the surface earlier efforts remain visible.

But if we could predict what at-risk students "see" about their writing, we could intercede to change that on many levels. In other words, our students flag their own chances of success or failure in a variety of ways. With greater sensitivity to these signals, we can alter their response with countering strategies.

In order to effect such change, we need innovations for "unteaching" counter-productive behavior. For instance, by showing students that one error can often trigger a chain reaction of other errors, we improve self-image. After all, anyone can make one error, and by presenting different untried forms of outlining and development, we offer opportunities untainted by failure. Such forms can include writing papers from the middle out instead of from the beginning on. Finally, by videotaping students at work and changing colors of pens at intervals, we can diagnose unproductive patterns of writing and act to change them.

My idea is organized as follows:

PART I: Palimpsest symbol as it relates to negative writing experience of at-risk students

PART II. Flow chart of chain-reaction errors

PART III. Videotape of at-risk students in various stages of writing

Murray High School: A Non-Traditional Approach To Meeting The Needs Of An At-Risk Population

Rochelle S. Friedman

Murray High School is a nontraditional, accredited high school in Albermarle County, Virginia. Murray is an intense learning opportunity designed to meet the needs of students who are at risk of dropping out of school or of graduating below potential. At Murray, we believe that all students can learn and succeed when provided a learning environment that meets their needs and interests. We are a community of learners where students have both the freedom and the responsibility to determine educational goals and direct their own learning.

Murray opened in September, 1988 with forty students who were identified as being at risk. At-risk conditions included substance abuse, truancy, juvenile criminal offenders, attention deficit disorder, emotional, social and discipline problems. These students were offered an opportunity to become partners in the educational process. Those who expressed interest in becoming part of this innovative program were asked to agree, in writing, to abide by the following conditions:

1. Attend school regularly
2. Actively participate in the learning process
3. Allow students to learn and teachers to teach

Perspective students are invited to interview at Murray prior to acceptance. The interview process provides an opportunity to explain how Murray differs from traditional schooling. We are smaller and more personalized. We provide choices that accommodate a variety of learning styles. Our program is not designed to remediate the mainstream. Our students are not broken - we do not fix them and send them back. We respect the fact that individuals learn differently and we empower our students to accept responsibility for maximizing their learning potential. Upon acceptance at Murray, students participate in an assessment component that includes a learning styles inventory, a self-concept scale, interest survey and a reading inventory.

The academic program at Murray was designed after a careful review of effective schools research, student interviews and assessment information. Social and emotional support is recognized as an integral component of our experience. Based on population and recognizing the need to develop a rolling admissions policy, Murray has adopted an intensive trimester schedule. Students earn six (6) credits per academic year - two (2) each trimester. This expanded time frame encourages teaming and satisfies our need for structure without sacrificing flexibility or creativity. Student learning increases as teachers are allowed to channel all their energies into providing the best possible learning opportunities in no more than two courses every twelve weeks. Students who

exhibit erratic learning patterns can be successful and then go on to new challenges with different focus areas.

Murray's cooperative team approach allows learning to occur through experiential techniques. Interdisciplinary units of study are developed to encourage hands-on participation allowing students to integrate and apply concepts. All students participate in a career education program that allows them to graduate with a diploma and a resume. As students see the connection between success at school and career goals, the purpose of education becomes clear. Seniors participate in a twelve week HIRE Education course that includes a ten week opportunity to learn with a mentor in the real world. Virginia Standards of Learning are mastered in creative, non-traditional classes where student are scheduled by interest and learning style rather than grade level.

Murray actively teaches cooperation and acceptance of others. We have structured ourselves as a community of learners rather than an educational institution. Students and faculty work together to create a supportive community where the needs of the individual are considered and student empowerment encouraged.

Preliminary evaluation suggests that the Murray Community is meeting its mission. Absences for students in the charter class numbered fewer than half the days missed in the previous year. The concept of community and respect for the individual has resulted in a significant decrease in discipline problems for the members of the charter class. One hundred percent of the students who attended regularly were actively involved in instructional activities and mastered no less than 80 percent of their instructional objectives. Enrollment had doubled for the 1989-90 school year. As the success at Murray becomes evident to the community at large, the term alternative education has taken on a positive connotation in Albermarle County, Virginia.

Youth Opportunities Unlimited: Learn to Earn

Duke Brannen

A. Background of YOU and campus YOU participation

In an attempt to address the economic and educational needs of disadvantaged youth in Texas, the Governor's Office, in conjunction with several state agencies, funded three Youth Opportunities Unlimited (YOU) programs during the summer of 1984. Following program models implemented at St. Edward's University and Southwest Texas State University, Stephen F. Austin State University developed a basic educational and work experience for ninth and tenth grade students in Texas. The program has expanded each year, encompassing all areas of the state.

This program has its roots in a design first implemented at St. Edward's University in Austin, Texas, in 1972 for college freshmen from migrant and seasonal farm workers. Because of the success in academic achievement by students in this program, in 1975 a similar project was begun for high school migrant students. The addition of a work experience component significantly improved the basic program. With continued assistance from the Texas Education Agency (TEA), the Texas Department of Community Affairs (TDCA), and the Job Training Partnership Act (JTPA) Service Delivery Area (SDA) operators across the state, the program has continued to mature and improve.

Ongoing program research and evaluation indicated that the high school model would be equally successful with any population of secondary students, especially those from disadvantaged circumstances. Based on this research, the Governor directed the Office of Youth Programs and the Texas Department of Community Affairs to expand this program beyond the initial sites to other sites across the State serving other disadvantaged student populations.

This model is a university or college based education/work experience program combined with a range of supportive services including health care, counseling, and enrichment courses that constitute a "total immersion" experience for ninth and tenth grade youth enrolled in public schools. Participants are housed on campus for eight and one-half weeks. The work week is evenly divided between classroom instruction in mathematics, reading, writing, language, career awareness, personal-social decision making, study skills, and a part-time job.

Evening hours are devoted to tutoring sessions, enrichment courses, counseling, and, on a limited basis, social and recreational activities. Participants are paid minimum wage of 25 hours per week for employment and career development classes. Successful completion of the core course work can earn each student one-half unit of high school credit in both mathematics and English.

B. Program Description

The 1989 Youth Opportunities Unlimited program at Stephen F. Austin State University served 93 economically disadvantaged youth from the Golden Crescent Service Delivery Area. These 14 and 15 year old high school students were brought to the University campus for eight and one-half weeks during the summer of 1989.

During this residential program, the students received:

1. intensive instruction in the basic academic skills necessary for success in completing high school;

2. guidance and counseling regarding careers, educational opportunities, and personal-social decision making skills;

3. on-the-job training experience in an area of interest to the student, with pre-employment and work maturity skills training in on-campus jobs;

4. a comprehensive enrichment program designed to further develop creative thinking, effective expression, and positive attitudes toward learning.

The primary goals of the YOU program were to increase academic performance and the motivational level of the participants, and to expose the students to the world of work. Counseling, tutoring, and career awareness were instituted to effect a positive change in the self concept of the participants.

The following program goals and measurable objectives have been generally agreed upon as appropriate for the Texas Youth Opportunities Unlimited program and are reprinted here from the YOU Program Manual.

Program Goals

1. To increase each student's desire to complete his/her high school education

2. To help each student develop an enthusiasm for learning

3. To increase each student's abilities to perform successfully in school

4. To provide each student the opportunity to gain course credit for knowledge and skills acquired during the program

5. To acquaint each student with the opportunity to participate in a wide variety of activities (both curricular and extracurricular), that are found on a college campus

6. To ultimately have a long-lasting positive impact on school districts, communities, and families from which the students come

Specific measurable objectives

1. Eighty-five percent of participants who begin the program should successfully complete the program;

2. Participants should attend all scheduled program activities, including daily classroom instruction, work, evening hour activities, and weekend activities;

3. Participants should have the opportunity to earn one-half high school credit in both language arts and mathematics;

4. Participants should average a minimum academic gain of two months as measured by the California Achievement Test pretest/post test averages.

YOU participants included 93 youth from throughout the Golden Crescent Service Delivery Area (SDA). Funds for the YOU participants were acquired from the SDA in which these youth resided. Ninety-two youth completed the program.

The population involved was composed of students who were 14 to 15 years old and presently in or entering the ninth or tenth grades in high school. These grade levels were chosen because disadvantaged students have a tendency to consider dropping out of school at this point. Students were selected for the program if they were from economically disadvantaged families, had a high probability of dropping out of school, and if they met JTPA eligibility criteria. Eligibility certification was the responsibility of the local SDA offices.

The YOU program recruiter from the staff of the SDA visited geographic areas with a high percentage of disadvantaged families to inform students, parents, school districts, and agencies about the services provided by the YOU program. The responsibility for outreach and recruitment was with the SDA. Meetings were held with potential students and their parents to explain what they could expect from the program, as well as what the program expected from them. Brochures were distributed to those students and others attending the meetings. Information letters and brochures were also sent to agencies that dealt with the target population in areas that were not visited.

Restructuring Schools: Democratic Management/A Program That Works

William Fox & K. Morris-Kortz

This paper will discuss a model for restructuring schools based upon democratic management, upon the principal's capacity to enhance teachers' motivation to teach, and upon a model currently in practice in an alternative school.

Using the democratic model, the principal uses neither a task-oriented nor a human-relations-oriented technique. Rather, positive relations among individuals are enhanced by meaningful involvement in the decision making process, in achieving the organizations' goals, and in assessing performance.

By providing thirteen conditions for motivation and through the use of a valid assessment form, developed as a result of a nationwide study on teacher motivation, school principals, can enhance the social-academic climate in a school, which positively affects student learning.

The need for restructuring schools is based on the assumptions that the needs of many students are not served and as a result, the probability of "at-risk" behavior is increased. Students who have been identified as "at-risk" report feelings of alienation within their school experience. In this seminar we will demonstrate that a democratic style of management when extended to include students and enhanced motivational conditions for teachers and students, can significantly affect the school experience for all students.

The application of this theory will be demonstrated through the discussion of practices in use at an alternative high school in New York State. This program is offered to students, identified as "at-risk", as an option to dropping out of school. In its fourth year, this program reflects personal research into the various approaches to alternative education. The result is a program that stresses self-direction and interaction skills. The structure and content of this program is modeled on the cognitive behavioral psychology of William Glasser. The application of this approach is a democratic style of management.

The philosophy of democratic management has affected how this school addresses behavior and discipline; student and program evaluation; and curriculum structure and delivery. Methods for engaging disaffected students in the learning process will be presented. These characteristics of the program and its observed positive effects on the behavior of "at-risk" students will be discussed.

Community Mobilization: Involving the Whole Community in Comprehensive Prevention Planning for At-Risk Students

James R. Romero

The Southwest Regional Center for Drug-Free Schools and Communities is deeply committed to the concept of community mobilization in the area of prevention. This commitment is based on certain principles underlying the Center's work in the southwest region:

- local people can best solve local problems;
- people support what they help create;
- alcohol and drugs are a community problem;
- in order for school-based preventative education activities to be successful, all factors of a community, including parents, law enforcement, community agencies, and churches must be involved and committed to working with schools in eliminating the abuse of alcohol and drugs by young people;
- there is no one strategy that will solve the alcohol and drug problems of youth, and a comprehensive, developmentally sound plan is to be the goal of schools and communities; and accountability, assessment, and evaluation must be essential components of each program.

These principles have been the driving force behind all activities of the Center, particularly as it relates to Community Team Training. This positive, proactive approach that attempts to influence individuals before the earliest onset of drug- or alcohol-related problems fits with the overall goal of the Center's prevention activities, which is the development of healthy, responsible, productive citizens who will be unlikely to experience alcohol- or drug-related problems in their lives.

It is the belief of the Southwest Center that prevention begins with communities, with helping individuals to learn that they can have an impact in solving their local problems and setting local norms. As such, Community Team Training activities emphasize collaboration, both to conserve limited resources and to build on existing relationships within the community.

As part of a comprehensive spectrum of prevention strategies, the Center's training activities offer an opportunity to give participants hands-on experience with innovative programs and practices. Interest in specific training events must come from the local level first, so that events are responsive to expressed needs. It is envisioned that community team training will resemble school team training in some ways, and that it will vary in design from region to region in order to best meet local needs. However, there are some universals that the Southwest Center believes will hold true for most community team training events.

1. Teams will generally be composed of seven to ten members, including representatives from agencies dealing with youth, law enforcement, civic groups, business, churches, parents, and school personnel.

2. These teams should be broad-based in order to reflect community composition including racial/ethnic representation.

3. Community training will usually be regional (within a state) rather than statewide, in order to meet local needs and to keep

participant cost to a minimum.

4. Community assessment and planning will be major components. (See training agenda)

5. Community team training will reflect how best to support local schools and/or school teams.

6. Community team training, as much as possible, will provide opportunities for local trainers to work.

7. Community team training, in addition to teaching skills and teaming, will provide networking opportunities for small communities to share resources and to support each other.

8. Community team training outcomes are as follows:

- Specifically assess current community prevention efforts/activities.
- Learn to effectively mobilize community resources.
- Learn a planning process that will empower participants to continue functioning as a team.
- Develop a community social policy statement.
- Explore current, state-of-the-art prevention strategies.
- Network with concerned parents, community leaders, clergy, law enforcement, youth leaders and others.
- Understand useful, feasible, accurate and ethical methods of program evaluation.

Defining Your Community

Before attempting to assess what is currently going on in prevention in your community, it is important to decide what you mean by community. In defining your community, consider the following questions.

I. What are the boundaries of your community?

A. What are your community's geographic boundaries? (For example, these could be the city limits. In a rural community, the geographic boundaries may be certain section roads or highways. In a large city, your community may be bounded by certain streets.)

B. What subsystems are included in your community? (For example, is there a large manufacturing company in your community? This might later be turned into a resource for your prevention efforts. How many schools are there? Churches?)

C. What people are included in your community? (For example, do many of your population live or work elsewhere? Are they included as community members? Is there a college in your community? Are students included as community members?)

II. What are the demographic characteristics of your community?

A. What is the size and physical composition of your community? (How large is the geographical area you are considering? Are there physical characteristics that could hinder or help your prevention efforts, such as having dirt roads in much of the community, which could making travel difficult?)

B. What is the population of your community? (How many people live there? What are the figures on ethnic mix, age mix, economic status, and so forth? Make the best estimates you can.)

C. What facilities does your community have? (Are there large gymnasiums connected to some of the schools? Rec centers? Swimming pools? Try to think of every physical facility that could conceivably be utilized for any prevention efforts.)

III. What is the climate of your community?

A. What is the level of trust in your community among groups such as schools, law

enforcement, city government, parent groups, youth, and so on?

B. What is communication like in your community? (Do citizens typically know what decisions are about to be made by city government? Do they care? Does the newspaper do an adequate job of informing? Do parents know what is happening in the schools? Do they care?)

C. How are decisions made in your community? (Does city government make an effort to include citizens in decision-making? Do parents have a voice in school decisions? Do students? Are most or all identifiable interest groups represented in your prevention group?)

D. Based on your answers to the previous three questions about climate, would you characterize your community's climate as open or closed? Why?

Youth Advocate Programs, Inc: An Intensive Comprehensive Approach To Serving High Risk Youth and Their Families

Tom Berry & Doug Clark

The Youth Advocate Programs, Inc., is a private non-profit company that began in 1975 in Pennsylvania. Currently we are operating in Pennsylvania, New Jersey, Delaware and Maryland. We serve approximately 950 families each week. The primary goal of Youth Advocate Programs, Inc. is to prevent the placement of children and youth outside of their natural families or to reunite those youth as quickly as possible when placement has already occurred. Our service delivery model is an intensive one. We work with each youth and family for a minimum of 7.5 hours per week up to a maximum of 30 hours per week. All hours are direct face to face service hours. Our youth are referred to us from probation departments, child welfare agencies and local mental health programs. These are youth who are at risk of placement outside of their homes.

Our programming is non-traditional and individualized. An Individual Service Plan is developed with each youth and family in conjunction with the referring authority and school. All staff are paid on merit or incentive pay system based on direct service to families. Perhaps you can get a snapshot of the fabric of our organization in a statement made by our Director of Operations, "We spend our time meeting with and working with kids and parents, not talking about them."

Because of the nature of our referrals, programming typically revolves around four (4) basic areas.

1. Family Intervention - this involves concrete issues such as finding housing, providing food and clothing as well as intervention in the behavioral and communicative difficulties in families.

2. Education Intervention - finding appropriate school placements, supportive teachers to work with behaviorally difficult students, providing educational and cultural enrichment activities, tutoring, etc.

3. Employment - developing prevocational skills such as job interviewing, how to get along with your boss, etc. and job placement and work experience.

4. Social Development - improving communication, developing values, improving cooperative skills, etc.

And finally, we are a result-oriented or outcome-driven organization. We have developed a sophisticated Management Information System (MIS) that provides referring agencies as well as our own staff with monthly feedback on critical issues such as school performance, job placement and family stability/maintance.

I am enclosing several documents for your review: 1) a program description, 2) a speech given at an Alternative Program Seminar (Montgomery, Alabama) by Thomas L. Jeffers, President and founder of Youth Advocate Programs, Inc. 3) a study done by the National Council on Crime and Delinquency on the Baltimore Advocate Program. Additionally, I have just received a statistical report from the State of New Jersey entitled "1989 Year-To-Date Trend Analysis: Out of Home Placement." In the southern region of New Jersey we operate an extensive six-county program involving 260 families. New Jersey's statistics indicate a 9.6 percent reduction in placement in residential facilities.

Project Climb

Barry Glickman

Project CLIMB is a total school improvement program focused particularly on student improvement in basic and advanced skills. It is a coordinated, non-fragmented curriculum overlay that:

* Identifies reading and mathematics basic skills for grades K-12 in the form of skills arrays
* Provides criterion referenced tests (CRT's) to evaluate each skill identified
* Provides a record-keeping system that monitors continuous student progress
* Trains teachers to use alternative teaching strategies with the classroom with a focus on at-risk students
* Provides strategies in content reading and study skills for all disciplines
* Provides a writing component that connects reading-writing-thinking to all content areas
* Provides a design for coordination of classroom instruction with supportive services - Chapter, remediation specialists, etc.

Our goal is to improve student performance in reading, writing and mathematics and to coordinate instructional services in the delivery of basic skills instruction. We offer a well planned and carefully structured teacher training segment for schools adopting the program. Our materials (skills arrays, CRT's, record keeping) are not available without our teacher training.

Our instructional approach in reading is a blend of diagnosis and whole language so that skills are not taught in isolation. We connect the reading process to writing. In math, we emphasize the use of concretes, moving gradually to the symbolic, and stress problem solving.

Materials development is a part of out teacher training component. Teachers are trained to use and organize existing materials to coordinate with the project design. Teachers are also trained to develop their own materials to match the CLIMB skills arrays. Thus the materials are directed at the level and demographics of any particular group. Teachers are trained to share their materials through the use of CLIMB-developed Instructional Materials Catalogs.

The CLIMB management system integrates and coordinates personnel, materials and services within the classroom and the school or district. The project meets the needs for total school improvement and specifically basic and advanced skills improvement for students at-risk.

Project CLIMB can be an easily adapted and cost-effective way to meet the needs of schools because it does not impose an add-on curriculum to a school. It provides a structure and a continuum to a curriculum and materials that a school is currently using. In this way, teachers can be efficient managers of instructional planning.

Project CLIMB has been adopted in over 2000 schools in over 39 states. Training has been conducted for regular classroom instruction, special education, Chapter 1, migrant programs, adult education and compensatory education programs for public and non-public schools. CLIMB has been identified in the research as an effective program for students at risk of school failure. The program can be adopted in either reading/writing and/or mathematics at any or all grade levels.

Assisting Freshman Student Success: A Study Of Extended Orientation In The University

JoAnne Nottingham

A number of colleges and universities have established extended orientation courses as a part of their efforts to improve persistence rates of freshman students. However, almost no research has been completed to measure the successes and failures of these courses. Nationally, over 20 percent of college and university freshman students fail to persist to the third semester (Astin, 1982).

This study compared the persistence rates, to the third semester, of 57 freshman students who elected to enroll in a semester-long, experimental, extended orientation course to the persistence rates of a random sample of 98 freshman students who did not enroll in the course. The study also examined the predicted grade point averages versus the actual grade point averages of the enrolled students.

Persistence and predicted grade point average, along with Scholastic Achievement Test (SAT) total score and actual grade point average, were tested as predictors of group membership as enrolled/non-enrolled in the "Freshman Seminar." The study revealed that while students enrolled in the course had SAT scores more than half-a-standard deviation below those of non-enrolled students, both groups of students persisted at almost identical rates.

The study also revealed that while University prediction equations foretold low grade point averages for the enrolled students, the grade point averages of these individuals were significantly higher.

Extended orientation courses seem to have value for students, and more research should be completed to find the cause. Students electing to enroll in this experimental course of study had modest to average academic attributes, suggesting that they could most likely benefit from the experiences afforded by the course, e.g., readings and discussions on student rights and responsibilities; readings and discussions on selection of a major career plan; readings and discussions on how to use student services to deal with the demands of college; and readings and discussions on understanding self, faculty, and significant others. Most importantly, perhaps, the students benefited from the group warmth, nurturance and support such a course affords, and these areas are important to a growing number of freshman students attending large campuses. Without the support gained and the skills learned in an extended orientation course like the "Freshman Seminar," many students might very well become freshman year casualties.

Success in American Education

Ron Elkind

Serious concern sweeps the land concerning the state of education in America. In our elementary and secondary schools excellence is not always achieved, and our youth as well as our nation suffer the consequences.

We read daily that our children are not learning what they need to know in order to lead fulfilling lives and to function effectively in our country's economic order. This affects our nation's ability to compete with other industrialized nations, whose workers, it is believed, are more knowledgeable and more competent than their American counterparts. It is vital to the well-being of our children and our nation that America continue to scrutinize the reasons for its schools' shortcomings and to seek solutions to this problem.

This cry for reform has prompted a variety of responses covering the spectrum of educational thought. For example, there are those who would like to see a decentralized school bureaucracy, curriculum overhaul, and significantly changed teaching approaches; others call for the elimination of tracking and for the sophisticated involvement of teachers and parents in the daily operation of our schools. The list of possible changes is long. However, embedded in ideas like these, either as a single issue or as a combination of specifically proposed changes and emphases, lies the answer to our nation's educational dilemma. Consider the following as a focus for change.

A narrow, quantitative definition of rigor is not the answer to the reshaping of our schools as we seek to achieve excellence in education. Moreover, this simplistic "solution," which in essence suggests that the schools should do more of what we have come to decry as unsuccessful, is both mindless and destructive. As in other aspects of life, more is usally not better, it often is less. A punitive approach to learning will further reinforce the negative attitudes which so many children hold toward school and learning and will continue to alienate and defeat many of our children. A successful educational enterprise must be founded on sound principles, not rigid hurdles and regulations. Let's look at the problem.

The initial premise on which educational reform should be developed reflects the conviction that every person wants to achieve success and is naturally motivated to avoid pain, defeat, and humiliation. What lies at the core of human sensibility is one's innate motivation to be successful and to avoid failure. Consider the excited, curious kindergartener who hurries to school each morning, eager to participate in whatever the teacher has to offer. Over time, many children lose that zeal; the fire dims and children find their attitudes altered because of the often defeating nature of the school experience. Still, year after year, many children who have come to view school as odious bondage resurrect each fall that old eagerness as they prepare for the new school year but, after a few days, the spark dies and they fall back into apathy and unhappiness. Whas has happened?

Many children are placed in classrooms where they feel threatened and where they sense they cannot succeed. It is not important whether they are correct or incorrect in this apprehension. What is important is that they feel this way and that they act on it. In effect, our schools, instead of promoting in children the deep-felt awareness that they can be successful learners and that there truly is no objective threat to their sensitivities, place children in classrooms which, unwittingly, promote the threat of fail-

ure, which usually takes the form of ill-advised teaching approaches and destructive competition. The guarantee of success must be the overriding constant in the schools, but too many schools allow for the possibility of failue within a damaging psychological environment. Institutionalized failure to learn and a pervading sense of dread should not exist in children's schooling. Consider the following.

Why do schools tell children that they must master material within certain narrow time limits allotted for the various chunks of instruction? Certainly this kind of arrangement enables the school bureaucracy to operate efficiently, but why should this unworkable consideration be allowed to drive educational purpose?

Schools tell our children that they must learn units of instruction in an allotted amount of time or they will be considered failures. The principle that most persons can learn nearly anything if given enough time and help is not always taken into consideration. In effect, the prevailing approach to learning informs children that although educators know their students eventually can master the curriculum, the children are not allowed the additional time and help to do so, because the teacher is compelled to move ahead quickly in order to cover a prescribed amount of material. What difference does it make how much a child learns as long as her mind has been stretched to its potential? Again, too many of our schools operate under the notion that more is better. To ask a child to learn more than she is capable of learning as she competes with more able classmates is to ensure limited learning and human pain. This kind of approach is destructive both to the institution of education and to the child herself. Humans are different and true learning cannot be force-fed.

The prime concern of a person in any life situation is self-protection. In school the child's central concern should not be to please the teacher -- a child should learn primarily for himself. To psyche out the teacher in order to please her or to memorize curriculum material to avoid test failure has no part in a truly successful classroom. The child must be free to attack and enjoy a learning task for his own reasons -- learning is important to me, I want it for myself, I'm not doing this because there is danger if I do not please the teacher. The essential condition for learning must be that the classroom is a place where failure is not possible.

Not to fail does not necessarily mean that every child achieves success. Some children have compelling needs such that responding to the learning opportunity at hand is not a priority in their lives. These children need some other educational prescriptions designed to ensure their success. But children who are able to receive, respond to, and value what the normal classroom has to offer must be placed in a learning environment that ensures success. How can this be achieved?

First, the teacher must believe that every child will learn to the limits of his potential. Secondly, children must not be compelled to try to learn beyond their potential and ability. As I have said, each child's mind must be stretched, but learning potential differs from child to child, so children must not be made to compete with each other in order to meet personally unattainable learning expectations.

Each child learns at his unique rate and to his unique potential, and all children move ahead as their ability directs. A child who needs more time and help in order to master the material receives it. There is no stigma attached; rather, a spirit of cooperation, not competition, prevails, and the child's teacher and classmates are happy to help him just as he will be happy to assist his peers when they need help in order to find success in areas difficult for them. In this way, mastery of subject matter -- knowledge and basic skills -- is achieved within a caring, cooperative environment.

When the time for learning comes to a close and the child moves on to something new, the record simply reveals the results of what the child learned and includes any other pertinent

outcomes. The record is clear and complete. What is not dones is to label the child's learning as a success or as a failure. Let the record speak for itself. Why judge it? If public entitles -- prospective employees or college admissions' officers -- need to know about a child's learning, let them see the record and assess it for themselves. In the prevailing system, a child knows that his learning is to be judged as a success or as a failure, or somewhere in between, so his reason for "learning" adjusts to meet that threat as, or course, do his educational goals.

On another front, the teacher must no longer be a disseminator of information, one who stands in front of a large group of children and lectures and asks a question now and then. He must be a learning manager, a facilitator who provides thoughtful educationa prescriptions for each child and ensures that successful learning -- mastery -- will occur. He creates opportunities for children to learn in sophisticated, creative ways. Children aren't compelled to sit in rows, silent and bored. They do things.

The teacher uses pertinent learning theory and the new sophisticated technology as tools to help children acquire essential knowledge. He then uses his teaching artistry to stimulate experimentation and criticial thinking. In effect, the teacher-as-artist doesn't waste time explicating the content of a textbook. Instead, he orchestrates rigorous, often exciting learning activities to which children respond enthusiastically, because learning, now, is not threatening and, in fact, is challenging and even enjoyable. What children learn is theirs, evaluated (not judged) by the teacher so that the child's understandings are clear and complete. The learning is not compared to other children's achievements, and it's not judged according to irrelevant norms. When norms do apply -- "How many words-per-minute-have I accurately typed and what does the result signify?" asks the student -- he is told the truth; that is, the teacher evaluates his learning but doesn't judge it.

This discussion has tried to point out that underlying principles and attitudes on the part of educators determine the shape of education in our nation's schools. What school people think will determine what they do. If the basic premises of educational thought are defective or misguided, so too will be the learning activities that follow. The key to changing the face of education in America lies not in a mindless piling on of what has been proven unsuccessful; rather, the solution is to change our definition of what is a successful educational enterprise and to redesign the underlying principles that direct the teacher in the classroom.

Academic and Athletic Excellence in Athletics (On A Roll) Honor Roll

Jack Silberman

If you are dealing with at-risk athletes, band members, chorus, or any extracurricular activities that require passing grades to participate, this At-Risk Prevention Program has a unique approach in developing positive avenues for success.

Athletics and extracurricular activities can be an enormous avenue for kids to remain in school.

This program looks at four areas:

I. Early Identification (no surprise)

II. Intervention Activities

A. Pre-Game Pep Talk
B. Parent Push-ups
C. Community Corner
D. Locker Room Wrap-up

III. Recognition and Rewards

IV. Evaluation

STATEMENTS:

"Our coaches, parents, and teachers are working harder than ever before and so are the kids."

"We are not only winning games, we're winning kids."

"I have won two State Championships, one in basketball and one in academics."

"Teachers are more committed and so are the students."

Academic and Athletic Excellence is not only reducing drop-out rates but it is also developing teamwork with parents, teachers, coaches, community, and the students.

Section Five

Utilizing Community Resources

Perhaps one of the easiest and most effective methods of attacking the at-risk problem is through the utilization of community resources. The potentiality of working with businesses, citizens, and especially parents can provide an unlimited number of services and opportunities for the at-risk student.

This section includes some valuable examples of successful attempts to provide alternative services through community resources.

Boyle discusses a business-education partnership aimed at dropout prevention. The Stroughton Learnshare Program describes a district's successful plan. Banks, Kopacsi, and Wilson explain a ten-year experience of a statewide network and the resources they utilized. The alliance volunteers program is highlighted by the use of adults and high school students as tutors. Cannady summarizes an interesting work, achievement and values education program model, which includes stategies for successful collaboration.

To address secondary school students specifically, Chalker explains a student assistance program and its components. Swartzberg and Jambor disucss the Technical Alternative High School. The idea of school-to-work transition is addressed by Wright and Sharif who describe their successful at-risk instruction in a developmental math class.

Through these pages, specific insights can be found toward implementing community-based strategies for the reduction of the at-risk problem.

Dropout Prevention Begins At The Elementary Level and Can Be Greatly Reduced At The Secondary Level -- An Innovative Approach To A Business Education Partnership

James P. Boyle

For a number of years, a business in the western suburbs had "adopted" a Chicago public high school. As part of its public responsibility program this firm provided the school funds for special projects. However, although it was assured that the funds were well-spent, the firm could not really see any tangible results.

Ombudsman Educational Services, a private educational concern, has contracted with school districts in Illinois, Arizonan and Minnesota. The retention rate of over 1000 students per year is 85 percent and at a very low cost per student tuition. Even though the low tuition and high success rate is a powerful inducement to refer the "at risk" student, many school districts just haven't the budgetary means to utilize the program. This is particularly true of the Chicago public schools.

This year, the corporate benefactor was introduced to the Ombudsman model. Subsequent meetings between Ombudsman, the benefactor, and the high school, resulted in the firm providing the funds to place 30 at-risk students, identified by the high school, in a new Ombudsman site.

The result is a win-win-win-win relationship. The corporate benefactor has a tangible program that is serving students. The high school has a proven alternative to which at-risk students can be referred. The students, who were over-age and desperately credit-deficient, have the opportunity to get back on track toward graduation. Ombudsman's business has expanded and its competency-based, individualized program will be accountable for the academic success of the referrals.

Peoria Unified School District, in Suburban Phoenix, has for a number of years contracted for an external alternative program operated by Ombudsman Educational Services, Ltd. At-risk students from its three senior high schools, and a few 7th and 8th graders, were identified and referred to the Ombudsman Alternative Program since 1985. An overall retention rate of 85 percent led the school administrators to seek ways to serve more students. To this end, they adopted the Ombudsman model as an in-house learning laboratory to supplement the academic program of younger at-risk students. These students, in danger of failing, were helped by the individualized, competency-based program in the learning laboratory. Last year, an "at-risk counselor or advocate" was hired for each high school to work directly with this population. In addition, the learning laboratory was extended to after school hours for students who had credit deficiencies that could be made up. What did this effort produce?

1. Ninety-seven percent of the students targeted for graduation in September, graduated in June.

2. Peoria schools had 510 dropouts in 1987-88. This number was reduced to 295 in 1988-89.

3. The Hispanic dropout, which was proportionately very high, was reduced from 43 to 11.

4. A total of 117 students, whose learnings were supplemented by the laboratory, experienced a total of only 15 failed classes out of 153.

5. The Ombudsman external alternative program maintained an 87 percent retention

rate with over 60 of the most difficult problem students.

In any discussion of "at risk" students, the financial consideration has to be addressed. The state aid in Arizona is about $2500 per student. The 215 students "saved" by Peoria's 4 pronged approach: labs in-school, after-school, dropout advocates and Ombudsman translated into a total of $537,500 in additional state aid. This amount far exceeds the funds necessary to put the Peoria approach in place.

The Technical Alternative High School: A Comprehensive Vocational, Academic And Counseling Support For Emotionally Handicapped Students At-Risk of Dropping Out

J. Schwartzberg & Stephen Jambor

INTRODUCTION:

In Westchester County, there has been an obvious and dramatic increase in the overall student drop-out rate. More disturbing, there has been a disproportionate increase in the drop-out rate among classified/or emotionally handicapped children. This, coupled with the fact that there is also an increase in the number of students being classified, has produced an alarming situation. At the same time, there has been a decrease in the number of students taking Occupational Education, as well as a corresponding decrease in trained workers available to join the work force in the 1990s. Therefore, in order to better serve the needs of these students, and to decrease the larger work force shortage, the Technical Alternative High School was established in September 1984. In July 1989, the U.S. Department of Education recognized this program as one of the "Top 10" in this country for drop-out prevention by designating it as a demonstration program and awarding a grant to support expansion and dissemination activities.

PROGRAM GOAL:

"To address the attitudes and behaviors that contribute to the Drop-Out Problem by developing a student's sense of competence/ worth through meaningful vocational & academic experiences, integrated with Social Skills Training and counseling support."

METHODS & PROCEDURES

The TAHS research design was constructed to test the hypothesis that "systematic & comprehensive vocational, academic and counseling support programming" would effectively reduce students' at-risk behavior and thereby prevent dropping-out. "Systematic and comprehensive" is defined as providing students with three critical program components (vocational, academic, and counseling), integrated and coordinated to address the present personal-social needs of the student in one central location.

RESULTS AND SIGNIFICANCE:

In order to have received the Federal Demonstration Grant, the TAHS had to produce evidence from pilot study data analyses to support the effectiveness of this model. Based upon a rational analysis of descriptive characteristics, the two samples were matched and behavioral outcomes were assessed. It was then found that the TAHS sample did significantly better in reducing identified at-risk behaviors, truancy, and attrition from the program than the matched sample. These findings enabled the program to become augmented for the 1989-90 school year.

Stoughton Learnshare: Mobilizing A Multiplicity Of Resources To Retain and Engage At-Risk Youth in School

Dan Wiltrout

Stroughton Area School District, located in the south-central Wisconsin county of Dane, lies 20 miles south of Madison, the capital of Wisconsin. The school district serves the small city of Stoughton (population 8,000) and ten surrounding rural townships. The district serves a high proportion of poverty stricken families.

Over the past fifteen years, the school district has been a leader in developing partnerships and mobilizing a wide range of community groups as well as capturing funding to increase school retention and engagement of at-risk youth. In the past five years, the Stoughton Area School District has received three U.S. Department of Education Awards and numerous state and local awards for outstanding programs serving at-risk youth.

This program will provide, in story form, the research in resultant partnerships/programs and outcomes of Stoughton's Learnshare efforts. Integrated model descriptions include: school-based family outreach and family involvement, preschool through adult-passport programming and year-round education for employment programs. This idea will describe how the "parts of the puzzle" fit together for multi-resource, multi-agency, and cross-generational programming, designed by the local community and benefiting at-risk youth.

Inter-agency Networking And Linking Schools And Agencies: A Community-Based Approach To At-Risk Students

Ruth Banks, Rosemarie Kopacsi & Ann M. Wilson

All children are at risk, but some are more at risk than others depending on the specific familial, societal, environmental and economic factors at work, a Congressional study reports. More children than ever are living in the streets or in families shattered by divorce, drugs or poverty. One-half of American families in all social groups will at some time, become involved in a dangerous behavior. The numbers are staggering.

Children are the single largest poverty group in America today. Twelve million children have no health insurance. The U.S. leads the entire industrialized world in its rate of adolescent pregnancy. One million children run away from home every year. One-fourth of all teens drop out of high school, and in urban areas the number may go as high as 80 percent. Adolescents are the only age group in the U.S. in which the statistics for suicide, obesity, sexually transmitted diseases, drug and alcohol abuse, and violent death, keep increasing. Who are these at-risk youth, and how can schools and community agencies join together to assist them and their families?

In many instances, these students lack the motivation, socialization, intellectual stimulation and care from trained and caring adults that Dr. James Comer cites as critical ingredients in the lives of very young children. Experience shows that we must attend to adolescent needs by paying attention to our children when they are

very young, and by providing appropriate services and resources at that time in their lives.

In attempting to provide for the health and social service needs of children and adolescents, and to develop effective preventative interventions, agencies and community organizations encounter several fundamental problems. These include a service system structured around categorical adult needs, a general lack of attention to psychological and emotional needs with a concomitant lack of clinical skills to identify and address these needs, and an overall failure to develop methods to address health and social service problems. These issues are compounded by a general fragmentation of services.

For schools, there is the difficulty of trying to coordinate community services to assist their students; the widespread lack of knowledge of what resources are even available in the community; the desire to ignore problems in the hope that they will disappear by themselves; the pigeonholing of the school's responsibility; and the frustration of trying to resolve some problems alone.

• How to assist positive youth development, as Stephen Glenn terms it, and help schools and families to develop capable young adults?

• How to assist schools in responding to community needs by helping them to perceive those needs?

One method is through inter-agency networking. Current reforms nationwide are involving new initiatives to collaborate around shared goals. Creating partnerships between schools and community agencies is a method of helping schools to respond to the complex psycho-social and health needs of high-risk students. One Rutgers project, the Linking Schools-Community Services project, identified and described guidelines in a practical handbook (a product of the project) elaborating upon the planning process involved in creating effective collaborations. The process involves pre-partnership planning, assessment of needs, identification of community resources, awareness of barriers that may inhibit the process, and the importance of evaluation to provide assessment and ongoing feedback about the collaborative process.

In our workshop, we will discuss the ten-year experience of a statewide network concerned with adolescent pregnancy, teen parenting and prevention, and at-risk youth; a three-year pilot project linking schools and community services; and a two-year county-based network on AIDS issues that includes several urban communities with a high-risk AIDS population. Discussion will also focus on the public service/ extension function of the Center for Community Education as part of a state university/land-grant college mission of community service.

Alliance Volunteer: Early Literacy Intervention For Children At-Risk, A Community Partnership

Lynda Dunn, Gene Moll & Andree Tostevin

Purpose of Project: To increase the self-esteem and achievement of identified high-risk primary grade students through the use of trained volunteer tutors. The tutors work one to one in the school setting, using whole language techniques.

Project Rationale: The need to provide early intervention and prevention services for high risk children in School Union #47 became apparent when the established delivery systems of special education and Chapter I became overloaded with underachieving students. In addition, revised state regulations eliminated Special Education services for school age children at risk.

A review of the literature indicated that one to one intensive early intervention could be more effective than remediation in preventing school failure. Research also suggests that reading aloud to children regularly and interactively increases their chances for success. Recognizing the strength of programs that involve parents and community members on partnership with the schools, we decided to use trained volunteers to implement a reading tutorial program in the primary grades.

Project Description: The Alliance Volunteers program uses adults and high school student who work one-to-one in two half-hour or 45-minute sessions per week. Each volunteer tutors one at-risk child for eight weeks.

Pre-service training is provided by the project director and a district reading consultant. Components of the training are:

—communication and confidentiality,

—developmental characteristics of young children,

—understanding and managing children's behavior,

—using the whole language approach to reading.

Tutors are provided with materials, a manual containing daily lesson plans, as well as with a text that explains the whole language teaching approach. The materials used include easy predictable books for the students to read and quality children's literature for the tutors to read to and with the children. Bookbags have been developed for the tutors to use. Each bookbag contains books on a particular theme of interest to young children, such as "Dinosaurs", "Things That Go Bump in the Night", "Food", and "Monsters".

The parents of the at-risk students are drawn into the program. Midway through the eight week session a tea is held for tutors, students, their parents and teachers. At this tea, the bookbags are shared with parents and the materials become available to be taken home.

Evaluation: At the end of each eight-week session, tutors, teachers and parents are asked to evaluate the results of the program. Participants who have completed evaluation sheets on the two sessions held so far have been very positive about the impact of the program on students' attitudes toward reading as well as on their reading skills. Teachers also noted that children increased their self confidence and willingness to participate in classroom reading programs.

Reduction Of Secondary School Students At-Risk: At-Risk Student Identification, Support Services, And Multi-Disciplinary Group Intervention

Chris Chalker

All children are at time students at-risk and there is a portion of every school population that consistently shows a lack of the necessary intellectual, emotional and/or social skills to take full advantage of the educational opportunities available to them. Often these student become disenchanted and ultimately openly or passively reject school. They are then students-at-high-risk. "At-riskness" is also a function of what bad things happened to a child, how severe they are, how often they happen, and what else happens in the child's immediate environment.

Secondary school educators must realize that "crisis intervention methods" give us the opportunity to deal with those students reaching the dropout age while at risk of not graduating. There is little time to make major reforms or changes in the educational delivery system as a whole or to reverse the effects of past failures in school or life. We must focus on the "here and now" and what we can do to assist the secondary school's at-risk student towards graduation.

Assistance offered to students at risk must be in the form of support services and multi-disciplinary group intervention. Through group and individual guidance coupled with counseling interventions and multi-disciplinary teamwork, we can determine strategies and appropriate referral agencies for helping students with their school, family, and socially related problems. One issue affecting intervention by the school is the great debate as to the extent of involvement by the school in societal and family matters. It is more likely for the school to take an academic approach to school failure and dropout rather than to deal with those issues related to family and the society at large. One thing is certain; until the school begins to deal with the causes of at-riskness in students, it will continue to take a "band-aid" approach to controlling or eliminating the effects of those factors that limit learning.

Another issue concerns teachers' lack of information about specific facts of their students' lives. Schools traditionally study at-riskness by collecting and analyzing information that is most readily available in schools: attendance figures, achievement scores, retention data, grades, and disciplinary records. But out-of-school factors affect at-riskness as well. To ignore out-of-school factors because they present difficulty puts professionals in the position of dealing with effects rather than with causes.

The above issues point to the desperate need for the school and society to find creative ways to keep at-risk children in school and to teach them at least basic life skills. A major part of this effort will entail the development and utilization of a method for identification of at-risk students. In implementing these phases of at-risk intervention, a Student Assistance Program seems to be an effective method for allowing flexibility in planning strategies designed to deal with previously identified factors affecting learning.

The Student Assistance Program (S.A.P.)

The Student Assistance Program (S.A.P.) is a school-based process that is designed to assist students who have become "unteachable" or distressed as the result of a number of issues. Ogden and Germinario (1988) described how the Student Assistance Program assists students who are having school-related difficulties due to chemical dependency, emotional distress, or family problems. These school-related problems include poor academic

performance, declining attendance, patterns of inappropriate behavior in the classroom, and frequent referral for discipline violations (Charter Medial Corporation, 1989, p. 1). Ogden and Germinario (1988) recommend the following plans of action: (a) Ongoing intervention by the school. (b) Crisis intervention through agency referral. (c) Referral/assessment to Special Education Team. (d) Drug assessment and school aftercare.

"In keeping with that helping philosophy, a Student Assistance Program is offered with the hopes of: (1) shedding light on why students become "unteachable" and; (2) reinforcing the belief that the cause must be addressed before the behaviors (effects) can be successfully redirected" (Charter Medical Corporation, 1989, p. 7). In addressing the causes of at-riskness, Ogden and Germinario (1988) maintain that "a Student Assistance Program is designed to help the school work effectively with problems arising from: drug and alcohol abuse, suicidal behavior, pregnancy, venereal disease, child abuse, weight problems, chronic discipline problems, absenteeism, low self-esteem, and dysfunction in the family" (p. 72). The program is based on the following premises:

— that it is a legitimate role of the school to intervene in situations that limit the learning and potential of students.

— that the school staff working in a coordinated and planned manner can enhance the learning environment for individual students and the student body at large.

— that the school has the obligation to work with parents to get help for students.

— that a Student Assistance Program does not supplant other services available in the school but ensures that there is an avenue of assistance for all students.

— that a Student Assistance Program provides assistance not therapy.

— that Student Assistance Program activities should be conducted by a team and not be delegated to an individual.

— that a Student Assistance Program must be sanctioned by the Board and actively supported by the administration.

— that a Student Assistance Program will not solve every problem, nor will it prevent all crises.

— that there is no such thing as confidentiality when a student is in danger.

— that the staff has an obligation to intervene in situations potentially dangerous to the student with or without the student's permission (Ogden and Germinario, 1988, pp. 72-73).

According to Ogden and Germinario (1988), a Student Assistance Program can include one or more of the following: aftercare support groups, problem-solving groups, in-house suspension, peer counseling, life skills classes, parent and student information programs, and community and school cooperative programs (p. 73).

What Is To Be Done Differently With At-Risk Students In Mathematics?

Amina Sharif

The most important element in a math class for at-risk students is the lecture. Naturally, lectures should be adapted to specific needs by concentrating on problem solving rather than explanation of rules. It is also important to involve the class in solving the problem, particularly forcing them, as it were, to come up with mistaken answers, so the instructor can explain the correct answer.

Lectures, fast paced as they are, will not ensure that all students will learn the rules. Therefore, the tutorials should follow immediately. In my case, these tutorials are combined with group work in a large room during my office hours. The tutors are not regular tutors but student workers assigned to me and my office mate. We simply train them and ask them to work under our supervision with our students. Of course we ourselves do considerable individualized instruction too. In addition to office hours, we give considerable work to take home, especially just before tests and during holidays.

A third element is sympathetic discipline. Without discipline, developmental students will waste their time and quickly fall behind. By discipline, I mean attendance, attention, homework, and proper behavior in class. The key to enforcing discipline is giving them a lot of work.

Additionally, the math teacher can depend on other teachers, especially the reading teacher to use word problems and other math material as reading texts, just as I can use my class time to enhance reading or writing. I think some of the samples that our students read during developmental work can wait until they are enrolled as regular freshmen. Some of my students have at least a year to go before they enroll in any literature course.

Finally, it is the students' definite right to stay with the same teacher for the entire sequence of courses. There is too much confusion and intimidation already to burden the student with diametrically opposed teaching methods. Whatever the attempts of departments to ensure uniformity in multi-section courses, the fact remains that teachers teach differently. Students, therefore, must have the choice to keep the same instructor for their higher level math course or their repeats. For, strange as it may seem, failing students do not always turn against a conscientious teacher.

Anatomy of Collaboration, Work Achievment, and Values in Education -- The WAVE, A Model Dropout Prevention Program For At-Risk Students

Alta J. Cannady

Everyone involved in education knows that community-wide participation is necessary to solve the complex problem of school dropouts. What everyone doesn't know is how to make these collaborations work successfully, producing and sustaining important changes for at-risk students, their families, teachers and communities.

Why is collaboration necessary in dropout prevention? Why can't schools, by themselves, keep students from dropping out? How are effective partnerships established between schools and "outsiders" such as community agencies or corporations? What is the framework for sustaining these relationships over time?

70001 Training and Employment Institute, using as laboratories of change, twelve (12) high schools from urban, rural and suburban settings, has begun testing theories of collaboration. With the enthusiastic participation of the schools, collaboratives were implemented as one aspect of The WAVE, a larger program addressing the needs of at-risk students.

The WAVE is designed to reduce the incidence of withdrawal or dismissal from high school prior to graduation, increase attendance, improve overall grade point averages and prepare high school graduates to enter the labor market or to get additional education or training. The curriculum, developed for grades nine through twelve, stressing life skills, career exploration and job preparation, is complemented by on-going staff development. Reinforced by a motivational component, the Career Association, students have opportunities for peer bonding and support, community involvement and reward, as well as recognition systems.

Via ongoing evaluation of the Wave, 70001 learned that there is nothing mysterious about the process of bringing institutions and individuals with varying perspectives, and from different backgrounds, together to solve the dropout crisis facing the nation. It is clear that the process required more than a substantial commitment of shared ideas, and dedication—ingredients that are usually thought to be sufficient to make partnerships work. What was needed was a framework that insured that the interests of the collaborators were met.

A willingness to take on responsibility for dropout prevention was the glue that held things together when they could have fallen apart. Differences in work style and organizational language required everyone to expand their particular universe of trust. These challenges inherent in collaboration were met head-on with help and a sense of possibility.

School-To-Work Transition Process

Dorice Wright

This program is based on a study of the school dropout problem within the context of the problem of high unemployment among minority ethnic teenage youth as an aspect of the school-to-work transition process. From both theoretical and practical points of view, the transition from school to work is complex. I propose, however, that it is possible to think of the passage from full-time school to full-time work as a passage from a simple to a complex role-set of adulthood where the possibilities for role conflict and inconsistency are much greater than they are during the period of full-time schooling during youth. In addition, one important ingredient of efficient passage in the transition from school to work is appropriate information and psychological readiness for success in the world of work.

Three school-to-work transition intervention programs generally regarded as "successful" models for helping in-school youth make a smooth transition were assessed. The main objective was to identify factors critical for success in program outcomes. The research conceptual framework took into account that program success in outcomes could depend on a number of factors, including the following: 1) region of the country; type of location; expansion or contraction of jobs in the area; the employment condition reflected in the general unemployment rate of the area; 2) the intensity of effort expended by the program, for example, per participant dollar value; 3) the availability of human and material resources utilized, for example, quantity and quality of staff, curriculum, methods, and learning environment; and 4) whether follow-up of participants was a built-in aspect. With the exception of program intensity, these and other dimensions were used in the assessment of the program models.

Major findings of the investigation and insights into the efficacy as well as the limitation of the three program models as appropriate responses to the problem of high unemployment. It is important to keep in mind that the purpose of these models was not to alter the structural causes of unemployment but rather to prepare individuals to mediate the structure. It was on the preparation for making the transition from school to work, however, that they had limitations, including the following: 1) the goal of promoting social and personal competencies to the exclusion of literacy competency; 2) the inability to coordinate staff who had the knowledge, skills and abilities to teach academic skills with staff who could provide labor market information; 3) the exclusion of school dropouts or pushouts; and 4) an inadequate structural design to support intellectual, social, and personal growth.

Hopefully, an alternative, with more effective educational models that 1) addresses the above limitations and 2) outlines how to implement the proposed alternative model.

Section Six

Facilitating Parent Involvement

One component of effective school practices is parent involvement. Roughly twenty-five years of research supports the view that it is vitally important for parents to become involved in the education of their children. Children's attitudes about school, their academic achievement and self-esteem are dramatically affected when parents significantly participate in the educational process at home and at school. This is true regardless of parent social class or educational background.

While there is widespread agreement regarding the importance of parental involvement, the evidence is not as clear regarding consensus on the types or value of various parental roles. Joyce Epstein, in an article on this topic, describes five types of parental involvement and possible outcomes of successful programs involving these types. These types are:

Type 1 - Basic parenting obligations which include basic health and safety, child rearing and positive home and school attitudes.

Type 2 - School obligations which include communications to the home regarding the child's progress and school programs.

Type 3 - Parent involvement at school which might include volunteering, attending school functions and promoting their own education through courses and workshops.

Type 4 - Parent involvement in learning activities at home which include parent-initiated learning expereinces or child-initiated calls for homework or special project assistance.

Type 5 - Parent involvement that relates to decision-making or advisory roles. (Brandt 1989)

While research indicates that different types of involvement produce different results, no one practice can fully cover the areas of parent involvement that need to be addressed to maximize the chances for student success in school.

The abstracts in this section describe studies and programs that address some, if not all, of the five types of involvement specifically with parents of at-risk students.

Bertrand and Nye's study focuses on four parent education programs in Tennessee, each in schools differing from each other in terms of location, population, type of school, etc. In spite of their diverse characteristics, they were all located in "distressed" communities.

The study by Lynn Entrekin emphasizes the Type 4 component of parental involvement, that of participation in learning activities at home. Project P.A.S.S. directly linkes at-risk math students with their parents in a partnership to improve the "pass rate" on the state-mandated CRT for third graders.

The Project described by Chapman and Laurel is a comprehensive one in terms of the five types of parental involvement. This program provides strategies to address the school-family connection in a variety fo methods.

The educational "Alternative Program" described by Condrey and Oglesby focuses on Types 1-4 of the parental involvement model. In describing mid-year effectiveness of the program they state,..."we believe we need to further promote an attitudinal change in the parents toward school personnel. Some of the parents appear to feel more comfortable in talking with the teachers as a partner; others still appear to approach contacts with the school in a cautious fashion."

The presentation "An Urban Dropout Initiative: Strategies and Resolutions" includes descriptions of various projects involving all five types of parent involvement. The seven programs are an example of the 55 activities in operation in the Atlanta Public School System, which specifically addresses the at risk problem.

John R. Ban asserts that "...parents of at risk students hold the most potential to make public education work in their communities." This article centers around the Type 5 parent involvement model. Parents can be trained to be leaders in their communities in order to influence other parents to take an active role in their children's education.

The studies in this section all contain some aspect of the need to involve parents in the education of their at-risk children. Active parental particiaption plays a significant role in helping to assure the educational success of at-risk students.

Managing Family/School Partnerships in Distressed Communities: Analysis of Problems and Programmatic Change in Four Successful Projects

John E. Bertrand & Barbara Nye

The Center of Excellence for Basic Skills is a research institute funded by the state of Tennessee. The Center's mission is to conduct investigations relevant to the educational experiences and opportunities of at-risk children. The School/Community Unit of the Center is concluding a study of four successful school/community partnership programs which were funded by the state of Tennessee in 1986. This study was funded as a follow-up to a programmatic evaluation of twelve of these state-funded parent involvement projects which was conducted by Dr. Don Lueder, Coordinator of the School Community Partnership Unit in 1986-88.

While the initial evaluation provided a great deal of data about the projects in terms of contact hours, parent activity, outcomes, and so on, it did not determine attributes that characterize successful programs. This study, utilizing qualitative methodology, was therefore conceived and implemented in the 1987-88 school year. Data have been analyzed and are ready for presentation.

Four school system sites were selected. Each engaged in parent education programs. All were judged to be successful in the 1986 evaluation, and all four programs were selected because they were as different from each other as possible in terms of type of location, population, type of school, and so on. Thus, if successful programs held some set of common factors connected with success that were transportable to other locales, this set should have been evident when comparing sites with such different surface characteristics. The sites were as follows: (a.) an inner-city school adjacent to federally funded "project" housing which served prekindergarten and kindergarten students; (b.) a small school system in Appalachia, in a county of less than 5000 people, with a high poverty index; (c.) a rural county of 6000 people experiencing economic development and the end of ten years of high unemployment; and (d.) a formerly rural county which is experiencing unprecedented growth and a rapid change-over from an agrarian to a manufacturing economy. What all of these sites had in common was a large number of people who lived in distressed communities.

Based on ethnographic style observational techniques, archival data, extensive interview, and the data from the earlier evaluation, four in-depth case studies were constructed and analyzed for common factors. All four studies indicated surprisingly uniform processes in implementation and development, both in terms of operationalizing beliefs and in difficulties encountered.

The funding history of these projects will be reviewed from a policy perspective as an example of the kinds of variables that lead to funding of these types of programs. The commonalities found in the parent education/involvement projects will be presented along with descriptions of the processes shared by the four school sites. A model that summarizes practice was constructed and will be shared with the audience. Time for questions and answers will be provided.

Project P.A.S.S. Helps Them Pass

Lynne Entrekin

The label "high-risk" is often applied early in a child's school career. The State of Georgia, through QBE's Program Development Division, provided funding and structure as McDuffie County sought to deal with "high-risk" primary grade students. **Project P.A.S.S.** (Partnership And Student Success) evolved from a local developmental effort to a state-validated dissemination center.

P.A.S.S. provides help to third-grade, high-risk, math students by forming partnerships with their parents. The school provides practice materials and personnel to teach parents how to use them. Parents provide task-oriented time and individual attention to their children. Researched, field-tested, and validated through statistical analysis and in-depth study, the **P**artnership **A**nd **S**tudent **S**uccess program is ready to offer to other school districts training, materials, and expertise as they replicate the McDuffie County program.

P.A.S.S., in a practical way, coordinates the attainment of the CRT mathematics objectives, test-taking composure, home practice, computer use, and parental involvement - all without asking a classroom teacher to modify or add to his workload.

At the heart of **P.A.S.S.** is the :"Facilitator" - the school employee whose major responsibility is to take to homes practice math materials, and to explain their use to parents. The facilitator's schedule is flexible and molds with that of the parents rather than that of the school. Many parents recognize their child's problem, and want to help, but lack both skill and materials with which to work. **P.A.S.S.** provides both in a non-threatening, supportive manner. System-owned computers, software, manipulative and drill activities, and instructional games that require two people to "play" comprise the "packets" that are taken to homes. Practice of math skills becomes fun, involves parents in something besides listening to oral reading, and provides for more "time on task." Packets are rotated among students about every two weeks, with major emphasis being placed on teacher-identified areas of weakness.

In addition to offering a means of skills acquisition, the home visit provides an opportunity to gain the trust and cooperation of parents. If children are present during the facilitator's visit, her modeling of effective, appropriate teaching methods are observed by parents. The facilitator may encourage parents to avail themselves of the adult education opportunities available through the school system. She invites participation (and may even provide transportation) to school-based opportunities such as PTO, Parent Effectiveness Seminars, and teacher conferences.

Measurable results of **P.A.S.S.** show a higher "pass rate" on the CRT, and stronger scores on the ITBS. Immeasurable results increased feeling of capability in both parents and children; a stronger bond between home and school; greater use of math manipulatives by teachers, parents and students; and a possible incentive to "stay in school" since the school has shown it really cares.

The model of this home-based partnership could be readily adapted to other grade levels and subject areas. State grant money is available to Georgia School Systems who choose to adopt the project and replicate it as McDuffie County has done. Chapter I guidelines recognize the parent involvement component as necessary, and allow use of their program funds to support this effort.

Facilitating Parent Involvement In The At-Risk Problem: A School District's Solutions

Jim Chapman & Elva G. Laurel

The Edinburg Consolidated Independent School District is committed to meeting the demands of At-Risk Problems. The commitment includes: (1) the basic obligation of parents to the responsibilities of families to insure the building of positive home conditions that support school learning and behavior appropriate for each grade level, (2) the basic obligations of schools to the communications from school to home about school programs and students' progress, (3) the basic obligation of involvement of parents at schools provide volunteers who assist teachers, administrators, and students in classrooms and other school related areas, (4) the basic obligation of parent involvement in learning activities at home as parent-initiated activities or student-initiated requests for help, and (5) the basic obligations of parent involvement in governance and advocacy where parents take decision-making roles in the campus/district PTA's/PTO's, advisory councils, and other committees or groups for at-risk populations. While the basic school district's obligations toward parent involvement are the force-field structure toward solutions of the K-12 at-risk problems, the functioning comprehensive measures that have proven successful are the guiding principles facilitating parent involvement.

The guiding principles toward solutions of the at-risk problem, include strategies that must be family-centered, student centered, campus-focused, and must accelerate learning. Family-centered strategies consider parent involvement to be crucial and recognize the value and strength of the family. Student-centered strategies focus on the student rather than on the program or curriculum; student motivation, engagement, and achievement become the measures of success (ex. power of positive students/power of positive parents). Campus-focused strategies involve the entire campus in responding to the needs of students rather than to a set of programs for students labeled at-risk of dropping out (ex. Leadership Program). Accelerated learning strategies, including modified curricula, ensure that at-risk students are taught at a faster pace and are targeted for success. Between and within strategies include self esteem, motivation, mastery learning, empowerment through success, role modeling, classroom management, cooperative learning, and peer tutoring/mentoring.

The presentation shall provide participants with solutions to facilitating parent involvement in the at-risk problem. Participants shall gain a knowledge base to effective parent/community involvement strategies including: parenting, communicating, volunteering, learning at home, and partnering.

Removing The Risk: Creating Parent-Teacher Partnerships

Lisa Condrey & Terry Oglesby

Raymond B. Stewart Middle School is an island of transition between elementary and high school, instructing students in the seventh and eighth grades. The Educational Alternative Program exists to educate those students who show average to above average ability levels through a profile that includes standardized testing results, but who are not achieving academically. These disinterested students are at high risk for dropping out. Among other indicators, research clearly shows that retention in earlier grades also contributes to a high probability for students' dropping out before graduation.

At the end of the 1988-89 school year, the Assistant Principal for Instruction, the Educational Alternatives Teacher, and the Middle Childhood Social Worker developed a program to target seventh grade students at risk for dropping out. We believed that creating a working relationship between the school and parents of students in the program would improve the progress of disinterested students.

Sixth grade teachers from our feeder schools were asked to recommend students who seemed capable of academic success, but who were not progressing. The Assistant Principal added these teachers' recommendations to the profile, as well as a list of students with one or more retentions in elementary school. This gave us a more complete picture of the students and his/her abilities.

We drafted a contract that outlined the responsibilities of the student, parent, and the school for the student's participation in the program. Students agreed to attend school regularly and do the work required of them by the teacher. Unique to this contract was the support for the student provided by the school and the parents. The Social Worker and the Teacher provided a parenting class, using Steven Glenn's "Developing Capable People" model, which parents were required to attend. Parents agreed to be available to consult with the teacher about their child's progress and to talk to their child alone for at least 15 minutes every day (the national average amount of time that parents spend talking to their children is 7 minutes a day).

Parents were invited to enroll their children in the program before the beginning of the school year. They were told that their children would have a unique opportunity to improve their knowledge and skill levels by participating in the class. A major incentive for both students and parents was that the students, if they followed the conditions of the contract and showed themselves academically capable, would be promoted to the ninth grade at the end of the school year.

Most parents who were contacted agreed to have their children in the program. Half of those who enrolled their children attended the parenting class. The teacher has had considerable contact with the parents and has advised parents and received advice from them about helping the students succeed. The rapport that was built through the parenting class is being maintained by monthly parent support group meetings.

At mid-year, we are evaluating the effectiveness of our work with parents. Although the majority of the students in the program are showing improvement in their skill levels and academic progress, we believe we need to further promote an attitudinal change in the parents towards school personnel. Some of the parents appear to feel more comfortable in talking with the teacher as a partner; others still appear to approach contacts with the school in a cautious fashion.

Through the monthly support group meetings, we are encouraging the parents to keep us informed of their opinion of the program and their children's progress in it. By discussing class and family issues in an informal, conversational setting, we try to put parents at ease. Parents are given information on how children learn and how they can determine how well their children are learning the material presented them in class. Parents are encouraged to question what the school is doing for their children and to express their opinions.

Concerns are being raised about the carry-over of this program and its effects on these students in the high school. Work on articulation specifically for the students in this program has already started. The head of the high school's Guidance Department has been kept abreast of the program's progress. Students from the high school will be coming to our school in the second semester to assist in tutoring the students in the program and to provide them with a link or mentor next year. Parents will be encouraged to visit the school and meet their children's teachers as soon as the students' schedules are set. There is talk of having a joint middle school-high school Educational Alternatives planning committee to address these and other issues of concern to students at risk.

It will be several years before we can actually determine the success of the Seventh Grade Educational Alternatives Program. We will consider ourselves successful when, in four years' time, our first group of students cross the stage as high school graduates. In the meantime, we continue to plan, evaluate, and grow with the students and their parents in hopes of better preparing our students for a successful future.

An Urban Dropout Initiative: Strategies And Resolutions

Edward D. Jonas, Bobby Winborn, Gerald Jordan, Delores Pringle & Andrew Fellers

The Atlanta Public School System's Positive Directions, Dropout Prevention and Recovery Program is a pre-K-12 undertaking which:

a. recognizes the worth of each individual;

b. operates with equity;

c. has established cooperative relations with Atlanta agencies/organizations/companies;

d. helps each student to see the reasons for him/her completing an educational program;

e. provides for coordinated student centered comprehensive enabling and academic services;

f. has set forth clear and high expectations for all students' academic and social behavior and strives to enable each student to exit as a functioning, contributing Atlanta citizen.

The total Positive Directions Dropout Prevention, and Recovery effort of the Atlanta Public School (APS) encompasses 55 programs and activities ranging from Basic Skills to Teen Pregnancy. This presentation centers on 7 of the APS programs/activities. These are the Carver Teen Parent Project, Project STAY, the Teen Intervention Project, the Positive Directions Program, the Exodus Program, the Dropout Recovery Program, and the Atlanta Dropout Prevention Collaborative.

Carver Teen Parent Project

The Carver Teen Parent Project is designed to help teen parents to deal with the stress of parenting, while enabling them to become self-sufficient young adults. Begun in January of 1989 at George Washington Carver Comprehensive High School, the Teen parent project pro-

vides systematic coordinated services to those adolescents who have become pregnant and delivered. Without such assistance they would be unable to complete their high school careers. Implemented with cooperation from the Fulton County Department of Family and Children's Services and funding from the Georgia Department of Human Resources this project provides participants with family planning and health education services, social services, parenting training, family counseling, mental health counseling; transportation, tutorials, and school-based developmental day care services. The project serves 20 teen parents and 20 infant toddlers from 7:30 A.M. to 4:30 P.M. five days per week twelve months per year.

Project STAY

Project STAY is an early intervention interest centered school-within-a-school project designed to increase the academic success of students likely to dropout prior to graduation. This Georgia Department of Education Innovative Grant funded project targets students in grades 3, 4, and 5 during year one, and adds students in grade 6 during year two. The project is designed to directly impact students' academic behavior, self concept, discipline, attendance, and their parents support of education. Project teachers have been taught to assess the learning styles of their students and to adapt their curricular presentations to accommodate the identified learning styles. In addition to the learning styles training, Project teachers have been trained in the area of Character Education so that they may provide direct student support services. The project consists of three components: (1) an instructional component that utilizes a thematic, multidisciplinary approach to learning; (2) an affective component that provides a secure and highly supportive emotional environment; and (3) a social component that provides within-school (i.e., teacher, staff, peer) and out-of-school (i.e., parents, community persons, etc.) interaction. This pilot project serves 6 schools and 27 classrooms.

Teen Intervention Project

The Teen Intervention Project (TIP) is designed to provide sixth and seventh grade middle school males with a holistic view of the potential health risks that they will encounter in their development into adolescence and adulthood. Funded by the Academy of Educational Development, the project involved students in the participating schools in a series of monthly sessions during the exploratory periods. Monthly themes are introduced in an assembly setting involving community agencies/organizations, and are followed by weekly small group sessions for more in-depth discussion. In addition to the monthly theme activities, a mentor component provides adult male mentors to referred at-risk sixth or seventh grade males. Implementation of the TIP Project is facilitated by the Pupil Personnel staff in each target school. The TIP program serves each of the 14 APS middle schools.

Positive Directions

The Positive Directions Program is a behavioral reorientation procedure that targets middle school students who are exhibiting behaviors that are likely to preclude school success. Funded by the Atlanta Board of Education implementation of the Positive Directions Program in each middle school is the responsibility of the Positive Directions Teacher. He/she serves as the surrogate parent of 30+ students who have been identified as having educationally hindering behaviors. Serving as the student ombudsman at the local level, the Positive Directions Teacher is to assess each student, identify his/her interests and develop a behavioral improvement plan that denotes the parents role. Locally and centrally developed incentives are identified and secured that are intermittently provided students throughout the school year for improvements in targeted behaviors. Schoolwide programs of benefit to the fall student body are periodically produced. Incidental counseling and social work services are provided students with referrals to appropriate staff

and/or external resources for in-depth services. The Positive Directions Program through a staff of 14 is directly serving 567 and indirectly approximately 12,000 APS middle school students.

Exodus

Exodus, Inc., evolved from the Atlanta Postal Street Academy which opened it's doors in the spring of 1970. Targeting dropouts and potential dropouts, Exodus (Atlanta's Cities-In-Schools Program) has assisted better than 1,300 Atlanta young people in earning their high school diplomas. Exodus is a cooperative project with APS that brings those non-educational resources of the city into the educational setting. Through its partnership with APS, Exodus provides alternative educational services to APS secondary students. APS provides teachers, textbooks, and pupil-personnel services; community agencies provide a myriad of free services including counseling and day care; volunteers tutor and serve as mentors; and businesses provide financial and employment support. This program which emphasizes building of self-esteem, self confidence, and determination currently serves 800 APS students at six locations.

Dropout Recovery

The APS Dropout Recovery effort is a multi-faceted effort to induce those students who have dropped out to re-enroll in a day, alternative, or evening school or to pursue a GED. A team of paraprofessionals place a personal telephone call to each APS dropout to ascertain his/her status and to encourage completion of a planned educational program. A series of public service announcements on the three local network affiliates, as well as a billboard campaign listing the APS dropout hotline augment the dropout recovery telephone thrust. Those students indicating a desire to re-enroll receive a follow-up contact designed to get them back into an APS or other appropriate program. Students who cannot be reached by telephone are referred to APS Social Workers who make home visits to each student to discern his/her status. Those "second chance" students who re-enroll in day school are referred to the local pupil personnel staff who are charged with assisting these students to experience school success. Since November 1989 better than 56 dropouts have been recovered.

Atlanta Dropout Prevention Collaborative

The Atlanta Dropout Prevention Collaborative is one of 21 collaboratives nationwide initially funded by the Ford Foundation in the Fall of 1986. The Atlanta Collaborative has a two fold thrust: Firstly, to promote implementation of the Atlanta Dropout Prevention Plan, and secondly, to elicit the assistance and cooperation of groups/organizations/agencies/corporations in decreasing the Atlanta dropout rate. Utilizing a two-tiered approach the Atlanta Collaborative has involved its members as active co-participants with the Atlanta Public Schools in addressing Atlanta's Dropout Dilemma. Tier one is comprised of 34 core collaborative members who meet monthly to coordinate activities, guide progress, and to receive/make recommendations to the administration of APS designed to guide the implementation of the APS Dropout Program. The second tier is comprised of additional representatives from the business/agency/higher education/governmental sectors who meet as task groups/communities to grapple with issues and recommends actions/activities to the core group.

Addressing The Needs of At-Risk Students: A Local School Program That Works

Michael O'Neal, Barbara Earley & Marge Snider

An increased national emphasis on raising standards has resulted in a more challenging and much improved educational system for the majority of students in our public schools. As this national push for excellence occurred, the academically at-risk student population increased. A greater number of students are experiencing frustration and a sense of helplessness. These students who are usually low achievers with low self-esteem are finding it more difficult to "keep up" with their peers and to experience success. What are schools doing to address the needs of these students who are experiencing failure and are dropping out of the educational system, both literally and figuratively?

A program to meet the needs of students who were identified to be academically at-risk was implemented at Five Forks Middle School, Gwinnett County, Georgia during the 1987-88 school year. This program is based on the premises that all students can learn, all students can achieve, and expectations must remain high for both at-risk students and their teachers. The goals are to improve academic achievement performance and to increase the self-esteem of the students who are at-risk. Components of the program, include identification of students, utilization of Student Support Teams, and the involvement of teachers, counselors, administrators, peer helpers and parents.

The criteria for identifying students as at-risk were determined by a teacher task force. Students' academic grades for the first two six-weeks grading periods are used as data. These are reported by homeroom teachers on a specific form. On a 4.0 scale, students who have a grade point average of 1.25 or less and at least one grade of "U" (unsatisfactory) in the four subjects are considered academically at-risk. They are in danger of retention in their present grade level. Students who are placed in special education programs are not listed since they are already receiving special individualized assistance.

After students have been identified, the school counselors conduct small group experiences for eight weeks. These sessions, which are voluntary, include a self-concept pre- and post-inventory, weekly goal setting that relates to improved progress report grades, organization and communication skills, tracking of attendance, individual counseling, and student evaluation of the program.

Research indicates that while many underachieving students have poorer auditory and visual skills, their kinesthetic and tactile capabilities are high. Implications are that teachers may need to use a greater variety of instructional methods. All students in the at-risk group sessions also take two computerized learning style assessments during their group experience. The first measures right and left brain dominance. The second assesses whether a student is an auditory, visual or tactile learner, individual or group learner. It also measures student need for mobility, degree of self motivation and responsibility and whether a student learns better via oral or written expression.

This information is interpreted for the students and shared with teachers so that both can make adaptations to enhance individual learning. A schoolwide project is underway to develop specific teacher strategies to address the varying learning styles. Teachers are expected to implement the strategies and monitor the progress of the at-risk students.

The focus of Student Support Team (SST) meetings is to develop strategies that help these capable but low-achieving students expe-

rience success in the regular education classroom. A file of materials and teaching techniques was compiled and identified. Discussions, including sharing of successful strategies, continue during curriculum planning sessions held each six weeks.

Tuesday consultation meetings occur during teacher teams' planning sessions. Each team meets one Tuesday every month with a counselor and administrator. Individual students' needs are discussed and alternative intervention strategies are developed. Minutes are taken and the meeting often serves as a first SST meeting for these students. Every teacher keeps a file for each student with grades, standardized test scores, absences, discipline referrals, and SST forms included.

An additional service for at-risk students is provided by peer helpers in one-on-one tutoring sessions offered once a week. These sessions provide opportunities for assistance in a particular content area. Additionally, skills such as goal-setting and teacher student communication are taught.

Research consistently indicates that parent and family involvement is critical to the academic success of children. Therefore, any program designed to help at-risk students must involve parents. At Five Forks, a letter is written notifying parents that their child is not experiencing success and is at-risk of being retained. A list of suggestions that parents may use at home is included. Additionally, parents are invited to a meeting at which time the program is explained in detail and ideas about how to positively participate in their child's learning are presented. These include:

- Talk with your child. Meet at least weekly to discuss your child's progress.
- Be patient and encourage your child. Recognize small steps of improvement.
- Talk with your child's teachers and counselors.
- Decide with your child a specific study time and locations free from distraction and adhere to these decisions.
- Review work with your child - but do not do their work.
- Check and initial your child's assignment booklet.

Other services for parents include workshops on communication skills from the "Drug Free Kids" video, encouragement skills from the Active Parenting series, and teaching responsibility. For assistance to be meaningful and result in long-term benefits, there must be a joint effort between home and school. This cooperative effort is critical to the success of this program.

The goals of the program are to improve academic achievement performance and increase the self-esteem of the students identified as at-risk. Questionnaires completed by students and teachers at the end of each session indicate: grades have improved and students have developed more positive self-concepts. They know that there are adults who care about them.

Additionally, a research project was conducted during the 1988-89 school year to investigate the effects of participation in the group counseling sessions on students' academic achievement. The experimental group had an average GPA improvement of one letter grade (.72 to 1.5) during the group intervention process. When measured in the spring, the experimental group had maintained a better grade improvement although the gain was less than during the intervention period (.72 to 1.16). The control group's GPA remained in the failure range throughout the year. From these results it appears that the group counseling sessions were effective in helping students raise their GPA and therefore become more successful in school.

As with any program, the key to success is commitment. Five Forks is fortunate to have a well-trained, dedicated, and caring staff, a well-prepared, cooperative, an energetic student body, and supportive, involved, and concerned

parents. A common characteristic of each of these groups is commitment - a commitment to work together to provide the best education possible for every student at Five Forks Middle School. There is a genuine concern for all students, including those who have been identified as academically at-risk.

Levels of Risks And Factors Needed Toward Change

Denise Bozich

While working with schools, parents, youth, communities and the legal system, I have found that a framework needs to be set if we are to constructively intervene in a youth's life. Working with and in the states' juvenile centers, we have found that early intervention and education on youth at risk would have helped in redirection of their lives. Before we look at the levels of risks and factors toward defusion and recovery, let's look at the following loopholes.

1) Parent ambivalence

2) Denial in the system and family

3) Uneducated system and family on stages and process of risks and chemical use

4) Lack of knowledge of the importance of effective treatment

5) Parents who have the fear of looking at their own use behaviors and the fear of change

LEVELS OF RISKS

I. SET-UP: Beginning life in dysfunction

A) FAMILY HISTORY:

1.) Biological

2.) Environmental

a. Fragmented family structure

b. Pressure to mature early

c. Negative role models

B) FAMILY MANAGEMENT

1.) Inconsistency

a. Unclear/inconsistency in rules

b. In reactions to behavior

c. In supervision

d. In emotional/physical and spiritual support

1.) No clear expectations

2.) Emotional weakness

3. Severe discipline

4. Negative communication pattern

5. Absence of praise

6. Constant criticism

Weakness if A&B are contributing factors to C&D&E. By not understanding family of origin recovery efforts are less productive.

C) EARLY ANTISOCIAL BEHAVIOR

1.) Alienation

2.) Rebelliousness

3.) Lack of bonding

4.) Inability to play

D) ACADEMIC FAILURE:

1.) Loss of skills

2.) Boredom

E) OBSESSIVE COMPULSIVE BEHAVIORS:

These youth have not had time to develop coping mechanisms. With the dysfunction created by the above SET-UP FACTORS the transition from childhood to adulthood is made more difficult.

II. DISCRETIONARY RULES: SELF DIRECTED.

A) NO EXTERNAL LIMITS (Discipline)

B) NO GUIDANCE (Steering)

1. Weakness in values

2. Weakness in decision making

III. ADDICTION AND ILLEGAL ACTIVITY:

A) DEPRESSION PRODUCING ENVIRONMENT:

B) PREDISPOSITION AND SOCIAL CYCLE (Learned behavior)

C) TRANSFERENCE FROM INTERNAL TO EXTERNAL

D) UNCONDITIONAL ACCEPTABLE BEHAVIOR

(4) INTERVENTION OF CRISIS:

A) REMOVE CAMOUFLAGE

1.) Face reality

2.) Abandon adult role

3.) Value self

Have safety net and support system during this time.

B) SELF AWARENESS:

1.) Conditioned feelings

2.) See damaging messages

3.) Lessons learned through experiences

4.) Understand behavior patterns

5.) Acknowledge sad place inside

(5) VULNERABILITY DURING CHANGE:

A) FANTASY BECOMES REALITY

B) IDENTIFY VALUES

C) SHAME OF CHILDHOOD RECOLLECTIONS

D) FEAR OF LOSS OF ONLY KNOWN SELF

E) SENSITIVITY TO NEW EXPERIENCES

1.) Bonding

2.) Touch

3.) Nurturing

Must remember: As we grow into adulthood we do not discard our inner child; we do not begin adult life with a totally different inner person.

(6) MAINTAINING STRENGTH WHILE STRIVING TO RECOVER:

A) SECURE IDENTITY

B) HEARING POSITIVE MESSAGES

C) SEE ASSETS

a) Talents/skills

b) Intelligence

c) Motivation

D) SEEK SAFE PLACE

E) SPIRITUAL PROGRAM

I believe that through understanding, love and nurturing youth can reverse the risk cycle. For many significant others need to help build the framework for survival. A framework built of understanding, consistency, constructiveness and gut feelings. Restoration of lost self is possible. Remembering also that keeping ones self is vital. At-risk youth are not always the obvious. Take time to see and hear warning signs. Rid yourself of self-pride, break the denial, see reality and make a chance for change possible.

Parent Leadership: Time To Take Charge And Circle The Parent Wagons Around At-Risk Youth

John R. Ban

Educating at-risk youngsters in our society is a massive enterprise. It requires an army of workers and a ton of money. Increasingly, a wide assortment of resources has been used to mainstream the educationally disadvantaged. One that tends to be underutilized is the home. This is ironic because parents of at-risk students hold the most potential to make public education work in their communities. For this very reason, almost everyone agrees that the key to turning the schools around is deeper involvement by parents in the learning and behavior of their children. Failure to engage parents on a grand scale will eventually seal the fate of intervention programs for disaffected youth. This has already happened in many school systems.

In today's complex society, responding to at-risk children is too overwhelming a responsibility to leave solely to the schools. Every social agency should help out. The home how-

ever, should play the dominant role. A few states mandate this; most expect it.

Too many parents cling to the notion that all they have to do to raise responsible children is to love them—or provide for their physical needs. Would that it were that simple! More than such baseline provisions are needed. Clearly, the reason that kids have difficulty in school or experience trouble behaving can be traced, in most instances, to poor parenting practices—and, even worse, poor parent attitudes.

There are 86,000 public elementary and secondary schools in the United States. Several million at-risk students dock there every day. These students come from a rich mix of American households, many of which are eager to help their children do well in school. A large number do not know how. In these households reside parents who constitute a valuable resource for the school. For much too long, they have been treated like a lost ball in high weeds. Once properly energized and directed, parents can become a powerful force to boost education in their communities.

There are all kinds of parent-school partnership projects operating in our country. Their track record in not impressive. While "parents as allies" is a slogan that has sparked enthusiastic support in education circles today, the number of parents in such home-school alliances remains small. Certainly, there is room for broadening lay participation and giving it more depth. The following program aims to do both.

Proposed here is a leadership training program for parents of at-risk youth. It drops on parents, themselves, responsibility for training other parents. It is predicated on three premises: that education can be influenced most by those closest to children—parents; that schools cannot educate kids alone; and that a grass-roots approach—using parents to train their peers within a parent support system—stands the best chance to widen parent involvement in the schools.

The proposed program spells out how to train parent leaders to work with other parents in a variety of ways. It puts parents in charge of parent involvement, not the school. It turns on communication between parent and parent, not between parent and school. Because they have so much to do and are spread so thin, educators should not be expected to bear the brunt of a long-term, parent education program. Parents should. They constitute a large, untapped reservoir of man/womanpower and have the capability of helping themselves.

More than ever, most parents, especially those of at-risk students, stand ready today to join the education battle. What is needed from the schools is support for parent efforts in recruiting and training a pool of parent leaders drawn from local neighborhoods.

The central purpose of this parent leadership training project is to prepare a large, local parent leadership cadre to work with other parents in making them more knowledgeable about public education and rearing children. After completing their leadership training, these parent leaders will possess skills to do the following:

1) set up, organize, and manage study sessions or workshops for parents in their own communities.

2) help parents understand public education, child behavior, behavior management, authority systems, gangs, student control practices in the schools, and home behavior plans

3) draw parents together in a comfortable forum for sharing ideas and experiences on raising children, disciplining them, and helping them do well in school (homework, reading, study habits, etc.)

4) assist parents in developing parent skill in communicating with their children, dealing with their tempers, designing home rules and building respectful relationships with the schools

5) assist parents in reinforcing at home behavior controls taught in the schools

Parents are important people in the scheme of public education. This program moves them to center stage where they should be. It scaffolds a parent leadership program, shored up by the twin pillars of self-help and neighborhood service. It relies on people drawn from parent ranks to train larger numbers of parents in those skills that, if used wisely, will make the job of the school easier in meeting the needs of at-risk students.

The preceding page outlines the five areas that make up the contents of this parent leadership training program. It is taken from the training manual developed for parent leaders. Once parents "learn" this material, they will feel competent to team together and run study sessions for other parents in their neighborhoods on topics ranging from improving student behavior in school to helping youngsters in their reading, study habits, and homework.

College Students At-Risk: A Dilemma For The 1990s

Stephanie E. Booth, James McConnell & Claudia Barrett

Usually we think of at-risk students as an elementary or secondary school problem. There is, however, a growing population of at-risk students who are enrolled in colleges and universities. In this paper we will discuss the characteristics of at-risk students enrolled at our open-admissions, rurally based campus and how we try to help them.

We define an at-risk student as one who, without assistance, is not likely to benefit academically, socially, personally or economically from attending college. Many of our students come from rural backgrounds where they have been isolated from many of the experiences that are common to those from urban areas. They are often fearful of new experience and ideas. They have low self-esteem, particularly regarding their ability to affect their own futures.

Diverse strategies are necessary in order to deal with the many factors that put students at risk. It is especially important to take the total environment (home, community, school) into consideration when working with these students. Some of the strategies (i.e. programs and services) developed by faculty and staff at the Kent State University-Salem Campus to help these students succeed include:

1) Today for Tomorrow - an intensive freshman year liberal education that integrates liberal arts, instructional strategies, course content and assignments for a specially selected group. The team-taught, multidisciplinary course, Foundations of Modern Thought, is the hub of the program from which other courses radiate. Ideas and skills necessary to student success presented in Foundations are re-enforced and extended in the other courses. The aim of Today for Tomorrow is to prepare students to derive more benefit from baccalaureate study by providing opportunities to develop self-confidence and academic skills in a supportive environment. The holistic program encourages cognitive, affective and physical development through learning both inside and outside the classroom;

2) Womanspace - a program designed to help students, particularly women, find ways of coping with problems they must deal with after deciding to attend college. Workshops, seminars, conferences and discussion groups are central to the program. These activities are designed to develop a feeling of self-worth that will help the student overcome barriers, often placed by peers and family, and benefit from the academic experience;

3) Academic support services - an integrated plan of academic services designed to help students with various and often multiple

needs, many of which revolve around academic underpreparedness and lack of understanding of what it takes to succeed at the University. These services include:

a. basic skills assessment for use in advising and schedule planning,

b. developmental education courses that are coordinated with each other and our overall curriculum

c. academic advising and career counseling to help students develop goals and set appropriate paths to these goals,

d. a mathematics and writing workshop and a learning center that provides out of classroom support,

e. an extended orientation course to help students make a better adjustment to the university, and

f. an academic standards committee which provides an integrated approach to help students in academic difficulty through advising and intrusive intervention when necessary. These seemingly unrelated yet integrated services provide Salem students with information, academic and personal support, tools and techniques for learning, and also help students to bond with the institution, faculty and other students.

4) Faculty/staff development - Workshops are presented, on a regular basis, to provide faculty/staff with greater insight into student learning problems and potential methods of solutions to these problems. Topics covered in these workshops include: crisis management, Appalachian lifestyle, writing across the curriculum and various aspects of active learning.

5) Community resources - Contacts with the community that allow a better working relationship between the community and campus are enhanced through various programs:

a. Internships by students in the Human Services and Business Technologies.

b. Resource personnel provided by the Family Recovery Center.

c. Direct linkages with area high school teachers through academic contests, art shows, and cooperative projects between university and secondary school faculty under the auspices of Early English Composition Assessment Program (EECAP) and the Salem Center for the Education of Rural Teachers (SCERT).

d. Cultural programs open to the public.

The programs and services developed and implemented by faculty and staff at our campus are exemplary in trying to deal with the community, family and institutional problems that put our students at risk in the hope of giving them the opportunity to succeed.

The Provisional Year Program

J. Thomas Davis & G. James Burns

The primary purpose of the Provisional Year is to make available within the University of South Carolina's Columbia Campus a means to serve a special portion of the student constituency of this state who might otherwise be denied entrance into the University.

The primary goals of the Provisional Year are to provide intensive academic instruction; to improve the effectiveness of academic study, performance, and communication skills; to develop analytical reasoning skills; to prepare students to make appropriate degree, program, and career choices; and to ensure that students are academically prepared to work productively in their selected fields of study.

Admissions and Retention

Enrollment is limited to 250 students. Students offered admission to this program are drawn from freshman applicants whose predicted grade point average as determined by the USC admissions formulas is at least 1.75 but less than 2.0.

At summer orientation, students meet with their advisors who serve as instructors in special University 101 sections. Close students/advisor relationships aimed at fostering student retention is stressed.

Transfer

1. In order to be considered for admission to a baccalaureate degree program, a student must successfully complete a minimum of 30 hours and meet the admission requirements of the appropriate degree granting academic unit.
2. A student who has not met the requirements for admission to a degree program at the conclusion of the Provisional Year may not continue at USC-Columbia.

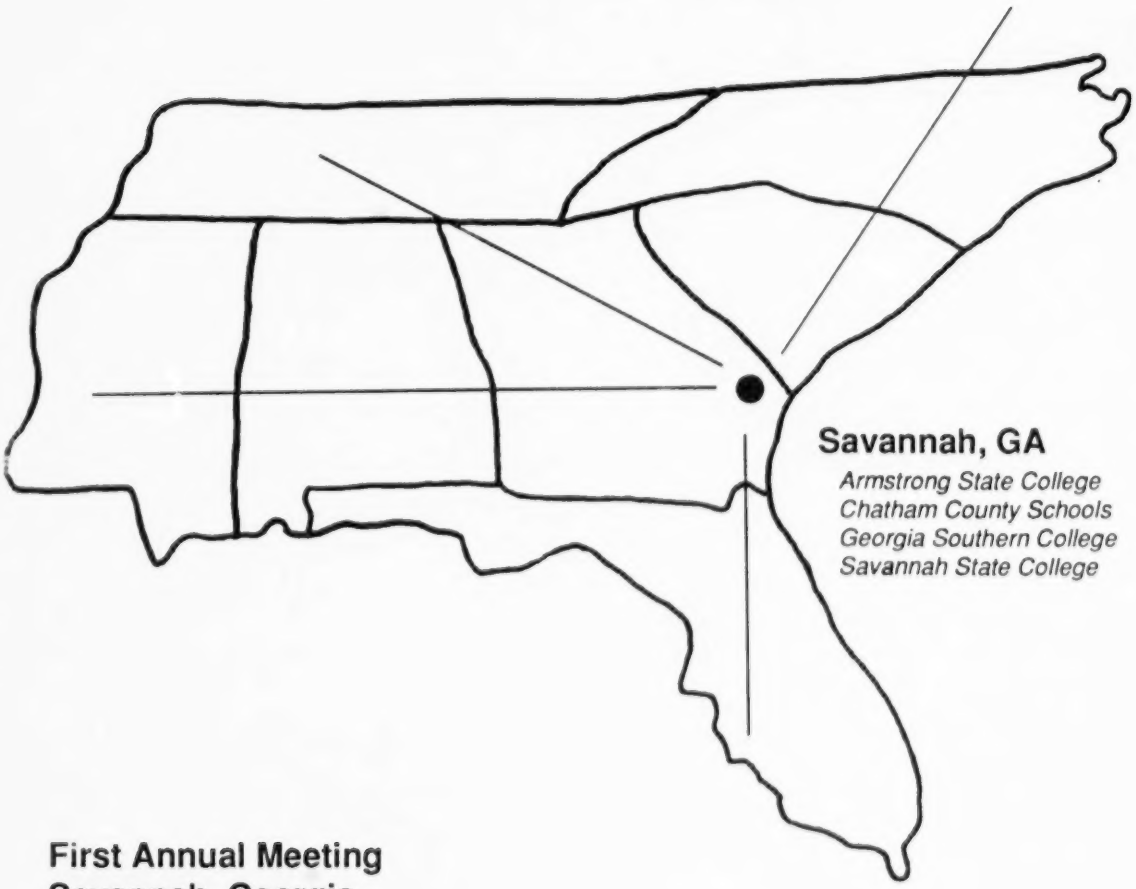
Elements of the Student Contract

Those students admitted to the University under this policy are subject to the following regulations:

1. The Provisional Year student must enroll in five of the specified courses each semester and maintain full-time status (at least 12 hours per semester) in order to remain in the program. Students who wish either to drop a course and/or complete up to two courses in summer school must obtain the prior approval of the College's Committee on Scholastic Standards and Petitions. No student, however, will be retained in the program if the student fails to complete 12 hours in each of the Fall and Spring semesters.
2. In the course of 12 months, the Provisional Year student must successfully complete the specific thirty semester hour program and must attain a minimum grade point average of 2.0 in order to be considered for admission to a baccalaureate degree granting unit at USC-Columbia.
3. That student must meet the specific requirements for transfer into the appropriate baccalaureate granting academic unit.
4. At the end of 30 hours, a student who does not meet the requirement for admission into a baccalaureate program at USC-Columbia may not continue on this course. Prior to leaving, that student will receive careful guidance regarding other educational and career opportunities.
5. A student who withdraws from the Provisional Year Program for legitimate medical reasons may be permitted to return to complete the program. Both medical withdrawal and reinstatement must be approved by the College Committee on Scholastic Standards and Petitions.

Program of the First Annual Southeastern Conference on At-Risk Youth

Savannah, Georgia



First Annual Meeting
Savannah, Georgia
February 2-3, 1990

1990 Conference Schedule and Program

Thursday, February 1, 1990

5:30 - 7:00 pm	Registration (Booth on Second Floor of the Hyatt Regency)

Friday, February 2, 1990

7:30 - 9:00 am	Registration (Booth on Second Floor of the Hyatt Regency) (Complimentary refreshments available, Hyatt Regency Second Floor)
9:00 - 9:45 am	General Session I: Speaker: James Comer, "At-Risk Children and America's Future" (Grand Ballroom, Hyatt Regency) Chair: Otis Johnson
9:45 - 10:00 am	BREAK (complimentary refreshment, Hyatt Regency Second Floor)
10:00 - 10:55 am	Group Session I: General Topic: "Understanding Students At-Risk"

Presenter(s)	Title of Presentation
Kris Graham	"Developing Self-Esteem and Internal Motivation: The Keys to Success for At-Risk Students" (Hyatt Ballroom D)
Debra L. Leigh	"Ailey Camp: Turning on At-Risk Youth (Hyatt Ballroom E)
Beatrice L. Logan Deborah Najee-ullah	"Reducing Students At-Risk Through Modifying Teaching Expectations" (Hyatt Ballroom F)
Johnnie Mitchell	"The Relationship Between Low Self-Esteem and At-Risk Students" (Hyatt Savannah Room)
Judy Lehr	"How to Design Effective Programs to Meet the Needs of Students At-Risk" (Days Inn-Oglethorpe Room)
John T. Reardon	"Diamonds Will Sparkle" or ("Diamonds in the Rough") (Days Inn-Chatham Room)
Norma McNair Kathy DeLoach Beth Persinger Jackie Coston	"Accumulative Teaching in Elementary Math: How and How Often for the At-Risk Student" (Days Inn-Habersham Room)
Kay Sutcliffe Jim Malanowski	"Staff Development and the Dropout Crisis" (Days Inn-Pulaski Room)
Linda Wilhelms Dorace Peters Orwille Martin	"A Second Chance - A Last Chance for the At-Risk Student" (Days Inn-Executive Board Room)
Geoffrey Purcell	"Differing Literacy Achievement Expectations of At-Risk Students, K-3: Implications and Explanations" (Coastal Center, Roundtable #1)*
Wendell Howze	"GOALS: Intensive Care for At-Risk Students" (Coastal Center-Rountable #2)*

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Louis Emond	"Two Outreach Programs Whereby Colleges Can Help Area High Schools Lessen the Number of At-Risk Students" (Coastal Center-Roundtable #3)*
Gail Quick Carolyn Banner Sherri Shoffner	"The Careers and Choices Exploration Program" (Coastal Center-Rountable #4)*
Ellen M. Tomchin Steven M. Culver	"Who is Responsible for Learning? Implications for At-Risk Students" (Coastal Center-Rountable #5)*
Priscilla Kite-Powell	"At-Risk Students Want To Learn" (Coastal Center-Rountable #6)*
Elaine Walker Peter Homel Rosemarie Kopacsi	"Preventive Programs for At-Risk Students in the Newark School District: An Examination of Program Effectiveness and Methodological Issues" (Coastal Center-Rountable #7)*
Judith Schulz	"Predicting College Success: Who is at Risk" (Coastal Center-Rountable #8)*
10:55 - 11:15 am	BREAK (complimentary refreshments, Hyatt Regency Second Floor)
11:15 - 12:15 pm	Group Session II: General Topic: "Preventing and Reducing Incidence of At-Risk"
Presenter(s)	**Title of Presentation**
Jerry Trusty K. Dooley-Dickey	"Identification of Potential School Dropouts and Implementation of a Dropout Prevention Program" (Hyatt Ballroom D)
N. D. Stubblefield Carolyn M. Taylor	"SMART START - Early Screening and Intervention: A Rural Model for At-Risk Prevention and Reduction" (Hyatt Ballroom E)
George J. Fero	"Preventing and Reducing Students At-Risk Through the School Discipline Program" (Hyatt Ballroom F)
William P. Deighan	"K-2 Program: The Prevention of Failure" (Hyatt Savannah Room)
Gail Sauer Frank C. Campana	"ALLIGATORS ON ESCALATORS: Helping 'at-risk' kids bring grades up and behavior down!" (Days Inn-Oglethorpe Room)
Carolyn Lawrence Gordon Lawrence	"How one Elementary School Provides Success Experiences to At-Risk Students Every Day" (Days Inn-Chatham Room)
Faith Spitz	"T.O.T. - A Total on Target Team Approach for At-Risk Students' (Days Inn-Habersham Room)
Ridgley Schott	"Leadership as Applied to At-Risk Programs" (Days Inn-Pulaski Room)
Jessica M. Gurvit	"Getting Out of - Out of Control" (Days Inn-Executive Board Room)
Wynton H. Hadley Richard T. Hadley	"Rhyme, Rhythm and Reading - A Retention Program for At-Risk Students" (Coastal Center-Rountable #1)*
Benny Lile Glyna Lile Byron Jeffries	"Project Rebound: Effective Intervention for Rural Elementary At-Risk Students" (Coastal Center-Roundtable #2)*

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Rosella J. Wamser	"St. Clair County (Illinois) At-Risk Student Program" (Coastal Center-Rountable #3)*
Talmadge Frazier Dolores Robinson	"Equal Educational Access for the Learning Disabled: Students At-Risk" (Coastal Center-Rountable #4)*
Sandra Hansford	"Pregnant and Parenting Teens: A Multigenerational Dropout Prevention Model" (Coastal Center-Rountable #5)*
Susan Caroff	"The Summer Enhancement Program: At-Risk Elementary Students Learn Basic Skills Through Science" (Coastal Center-Rountable #6)*
Jerry D. Jones	"An Investigation of the Effects of a Systematic Behavior Modification Program on the Verbal Interaction of Classroom Teachers and its Relationship to Teachers'/Students' Self-Concept" (Coastal Center-Rountable #7)*
Donald Kersemeier Douglas Locke Greg Marthaler Kay Allard	"Glenbard East High School At-Risk Program" (Coastal Center-Rountable #8)*
12:15 - 1:30 pm	LUNCH (ON YOUR OWN)
2:00 - 3:00 pm	Group Session III: General Topic: "Changing the System"
Presenter(s)	**Title of Presentation**
Caroline Blumenthal Gerald V. Holmes Linda Pounds	"Academic Success for Students 'At-Risk'" (Hyatt Ballroom D)
Mark H. Frankel Doris N. Ennis	"School Based Strategies for Dealing With At-Risk Students" (Hyatt Ballroom E)
James V. Parker	"Curricular Change: One Solution for 'At-Risk' Rural Schools" (Hyatt Ballroom F)
Wayne Meyers Mary Pickles Lewis Allen	"Reading Students At-Risk Through Teacher Empowerment: Morgan County Primary, A Demonstration School of the University of Georgia" (Hyatt Savannah Room)
James A. Fisher Rene Y. Carrie	"A Survival Course for the 90's: Helping At-Risk Students Meet Deficiencies in College Prep Classes" (Days Inn - Chatham Room)
Marvella D. Dorman	"Creative Writing to Enhance Learning and Self-Esteem (Days Inn-Habersham Room)
Beverly I. Davis Elaine M. Haney	"Reforming and Changing Educational Delivery Systems" (Days Inn-Pulaski Room)
Norman Broadwell Cindy Simpson	"Adventure-Based Counseling in the Secondary School" (Days Inn-Executive Board Room)
J. Gordon Coleman	"Risky Business: The Library's Role in Dropout Prevention" (Coastal Center Rountable #2)*

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Mary Pilat	"Alternative Schools for Pregnant Teenagers: Forerunners of a Changing Educational Delivery System" (Coastal Center-Rountable #3)*
Robert W. Schramke	"Student Challenge Program: Redford Union High School" (Coastal Center-Rountable #4)*
Melanie Spewock	"Sharing the Wealth--An Independent School Responds to At-Risk Students' (Coastal Center-Runtable #5)*
Mary Gravina Barbara LoCassio	"Supplemental Instruction: An Integrative Approach to Help High Risk Students" (Coastal Center-Rountable #6)*
R. W. McFarland	"Preventing Students from Falling into the At-Risk Category and Radically Restructuring Our Educational Delivery Systems" (Coastal Center-Rountable #8)*
Daniel Martin	"Project Good Money" (Coastal Center-Rountable #9)*
2:30 - 3:00 pm	BREAK
3:30 - 4:30 pm	Group Session IV General Topic: Strategies and Programs for Working With At-Risk Youth"
Presenter(s)	**Title of Presentation**
Dorothy Freeman	"The Gentle Art of Ogressing: Some Attitudes and Techniques that Help Prevent or Rehabilitate Underachievement" (Hyatt Ballroom D)
Roger Wilbur	"Seeing 'At-Risk' Students as Human Beings With Potential Is The First Step" (Hyatt Ballroom E)
Gregg Weinlein	"School Discipline and the Student At-Risk: In School Alternative Program" (Hyatt Ballroom F)
Nan Adler	"A Math 'First Aid Kit' Using Writing To Learn Mathematics" (Hyatt Savannah Room)
Thomas W. Flynn	"Dealing With At-Risk Students - A Dropout Prevention Program That Works" (Days Inn-Oglethorpe Room)
Tim Heaton	"Children At-Risk In Our Schools: The Need For A Survival Curriculum" (Days Inn-Chatham Room)
Gerald A. Klein Richard Johnson Marcia Talbert	"State Innovation Projects: Meeting The Needs of At-Risk Youth In Georgia" (Days Inn-Habersham Room)
Joyce Craven Vivian Snyder	"Enhancing Success for At-Risk Students Through a Team Approach to Providing Academic Survival Skills" (Days Inn-Pulaski Room)
Joseph Davis Lewis Griner Eva Rucker Jean Bowen Ed Brown	"Career Exploration as a Route to Valuing Self, Education, and Work" (Days Inn-Executive Board Room)

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Steve Feldman	"Federation Employment and Guidance Service's Ongoing Collaboration with the New York City Board of Education on Behalf of At-Risk High School Students" (Coastal Center-Rountable #1)*
Walter Jacobs, Jr. Willie Foster Joyce L. Young James Hutto	"Access to Knowledge; Three Southeastern Innovations to the College Board's Educational Equality (EQ) Project Which Develop Academic Skills for At-Risk Students" (Coastal Center-Rountable #2)*
Rona Wolfson	"Project IMPACT -- Improving Minimal Proficiencies by Activating Critical Thinking" (Coastal Center-Rountable #3)*
Patricia Wellington Charlotte Perlin	"Palimpsest Probability and the Writing Process: Mega-Change for At-Risk Students" (Coastal Center-Rountable #4)*
Rochelle Friedman	"Murray High School -- A Non-Traditional Approach to Meeting the Needs of An At-Risk Population" (Coastal Center-Roundtable #5)*
Duke Brannen	"Youth Opportunities Unlimited: Learn to Earn" (Coastal Center-Roundtable #6)*
William Fox K. Morris-Kortz	"Restructing Schools: Democratic Management/A Program That Works" (Coastal Center-Roundtable #7)*
James R. Romero	"Community Nobilization: Involving the Whole Community in Comprehensive Prevention Planning for At-Risk Students" (Coastal Center-Roundtable #8)*
Tom Berry Doug Clark	"Youth Advocate Programs Inc.: An Intensive Comprehensive Approach to Serving High Risk Youth and Their Families" (Coastal Center-Roundtable #9)*
Barry Glickman	"Project Climb" (Coastal Center-Roundtable #10)*
Joanne Nottingham	"Assisting Freshman Student Success: A Study of Extended Orientation in the University" (Coastal Center-Rountable #12)*
Ron Elkind	"Success in American Education" (Coastal Center-Roundtable #13)*
Jack Silberman	"Academic and Athletic Excellence in Athletes (On A Roll) Honor Roll" (Coastal Center-Roundtable #14)*
4:00 - 4:30 pm	BREAK
4:45 - 5:45 pm	General Session II Speaker: Elizabeth Murphy "Teaching All Shapes, Sizes, and Types" (Grant Ballroom, Hyatt Regency) CHAIR: Zelda Tenenbaum
6:00 pm	Conference Reception in Hyatt Regency (1st Floor) All Registered Participants Invited.

Saturday, February 3, 1990*

8:00 - 9:00 am	Registration (Complimentary freshments, Hyatt Regency, 2nd Floor)

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9:45 - 10:00 am	BREAK
9:00 - 9:45 am	General Session III Speaker: Sue Phelps "Can We Regain the Market?" (Grand Ballroom, Hyatt Regency) CHAIR: Evelyn B. Dandy
10:00 - 10:45 am	Group Session V General Topic: "Utilizing Community Resources"
Presenter(s)	**Title of Presentation**
James P. Boyle	"Dropout Prevention Begins at the Elementary Level and Can Be Greatly Reduced at the Secondary Level" and "An Innovative Approach to a Business-Education Partnership" (Hyatt Ballroom D)
J. Schwartzberg Stephen Jambor	"The Technical Alternative High School: A Comprehensive Vocational, Academic and Counseling Support for Emotionally Handicapped Students At-Risk of Dropping Out" (Hyatt Ballroom E)
Dan Wiltrout	"Stoughton Learnshare: Mobilizing A Multiplicity of Resources to Retain and Engage At-Risk Youth in School" (Hyatt Ballroom F)
Ruth Banks Rosemarie Kopacsi Ann M. Wilson	"Inter-Agency Networking and Linking Schools and Agencies: A Community Based Approach to At-Risk Youth" (Hyatt Savannah Room)
Lynda Dunn Gene Moll Andree Tostevin	"Alliance Volunteers: Early Literacy Intervention for Children At-Risk, A Community Partnership" (Days Inn-Oglethrope Room)
Chris Chalker	"Reduction of Secondary School Students At-Risk: At-Risk Student Identification, Support Services, and Multi-Disciplinary Group Intervention" (Days Inn-Chatham Room)
Amina Sharif	"What Is To Be Done Differently With At-Risk Students in Mathematics" (Days Inn-Pulaski Room)
Alta J. Cannady	"Anatomy of Collaboration--Work Achievement and Values in Education - The WAVE, A Model Dropout Prevention Program for At-Risk Students" (Days Inn-Executive Board Room)
Dorice Wright	"School To Work Transition Process" (Days Inn-Habersham Room)
10:34 - 11:15 am	BREAK
11:15 - 12:00 noon	Group Session VI General Topic: "Facilitiating Parent Involvement"
Presenter(s)	**Title of Presentation**
John E. Bertrand Barbara Nye	"Managing Family/School Parternships in Distressed Communities: Analysis of Problems and Programmatic Change in Four Successful Projects" (Hyatt Ballroom D)
Lynne Entrekin	"Project P.A.S.S. Helps Them Pass" (Hyatt Ballroom E)
Jim Chapman Elva G. Laurel	"Facilitating Parent Involvement in the At-Risk Problem: A Schools District's Solutions" (Hyatt Ballroom F)

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Lisa Condrey Terry Oglesby	"Removing the Risk: Creating Parent-Teacher Partnerships" (Hyatt Savannah Room)
Edward D. Jonas Bobby Winborn Gerald Jordan Delores Pringle Andrew Fellers	"An Urban Dropout Initiative: Strategies and Resolution" (Hyatt Westbook Room)
Michael O'Neal Barbara Earley Marge Snider	"Addressing the Needs of At-Risk Students: A Local School Program that Works" (Days Inn-Oglethrope Room)
Denise Bozich	"Levels of Risks and Factors Needed Toward Change" (Days Inn-Chatham Room)
John R. Ban	"Parent Leadership: Time To Take Charge and Circle The Parent Wagons Around At-Risk Youth" (Days Inn-Habersham Room)
Stephanie E. Booth James McConnell Claudia Barrett	"College Students At-Risk: A Dilemma for the 1990's" (Days Inn-Executive Board Room)
J. Thomas Davis G. James Burns	"The Provisional Year Program" (Days Inn-Pulaski Room)

END OF CONFERENCE

12:00 - 1:00 pm	Final Session Evaluations Collected At Registration Desk

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Individual Chairpersons for Group Presentations include:

Larry Hulvey	James Parker
Lynn McDonough	Sophia D. Kent
John Simmons	Becky Burkhalter
Nancy Norton	Marie Ann Polite
Chris Chalker	

THE SOUTHEASTERN CONFERENCE ON AT-RISK STUDENTS WAS SPONSORED BY:

Armstrong State College,
Chatham County Schools,
Georgia Southern University, and
Savannah State College

Appendix B

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